

Application for Initial Funding

CFDA Number: 84.395A

Submitted by the State of California

June 1, 2010



GOVERNOR ARNOLD SCHWARZENEGGER

May 28, 2010

The Honorable Arne Duncan
Secretary of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. Secretary,

California's Race to the Top Phase Two application was led by a top-notch working group of seven local school district superintendents fully committed to the goals of Race to The Top. As our application says, many will enter the race, but it cannot be won without California, where one in 10 public school students in the United States receive their education. California's application reflects the confidence and commitment to bold reforms of our working group of school superintendents and more than 300 local education agencies.

It is a detailed road map for the future of education in California that will tie teacher and principal evaluations to student growth, ensure effective teachers and principals are in all our low-performing and high-poverty schools, support and expand STEM (Science, Technology, Engineering, Math) programs throughout our schools and use strong data to improve student achievement. This road map, when implemented, will truly transform California public schools and restore our position of excellence nationally and internationally.

While some of our local teachers unions have backed this application, others have not, and the California Teachers Association actively worked to prevent union support for our application. I urge you not to penalize states like California that have submitted a detailed plan meeting all the goals of Race to the Top but have not gotten the unanimous support of teachers unions. To do this would not only put at grave risk the ultimate goals embodied in Race to the Top, but it would send a message to some unions that their obstructionist tactics can work. We have a plan to fairly work through collective bargaining on teacher evaluations that are tied to student growth models, but we will never see the opportunity to implement it if the scoring penalizes the lack of union signatures.

With Race to the Top, President Obama issued a challenge, and we have responded with strong leadership and bold steps. I look forward to continuing our work together to ensure that America's children receive the education they deserve.

Sincerely,

A handwritten signature of Arnold Schwarzenegger in black ink, written over a light blue rectangular background.

Arnold Schwarzenegger

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Assurance (A) State Success Factors**California's Roadmap to the Top**

"... if Americans stop innovating, we stop being Americans."

National Council on Competitiveness, 2005

"Jaime didn't just teach math. Like all great teachers, he changed lives."

Edwards James Olmos on Jaime Escalante

Throughout history, millions of people have followed their dreams to California, searching for new opportunities; hoping to create better lives for themselves and their children. Today, California must once again follow a path of innovation to provide opportunity for its children, recognizing that a high-quality system of public education is the basis for true access to the American Dream. **With nearly one in ten of our nation's students served by the California public schools, the state is the anchor leg for our country's Race to the Top; the race will include more than California, but it cannot be won without it.**

California's yearlong Race to the Top process has resulted in a powerful vision and roadmap for our schools, teachers, and students. It has already produced significant change and infused new energy into the champions of education reform. The map laid out in this application leads us to a future where innovation is rewarded and where every local school district is effectively supported and led by a great superintendent. It is a future with a great principal leading every school and a great teacher in every classroom, prepared to teach every student and ultimately change their lives.

With the Race to the Top roadmap, we direct ourselves to a day when the most effective teachers and principals are sought after, valued, and receive the support they need to teach and lead in the highest poverty, most challenging schools. On that day, our educators will demonstrate that California never gives up on its children. Our passionate belief that all children in our state are capable of learning and deserve support to achieve their dreams provides the fuel we need to make it to the top.

The Race to the Top roadmap journeys through California's valleys, its majestic coastline, the towering Sierra Mountain Range, and our dynamic but sometimes troubled urban and rural communities to end in one place: a place where all students from California's myriad racial and ethnic groups receive a great education that prepares them for college and for entering a global workforce, and inspires them to become knowledge seekers, engaged citizens, and

lifelong learners.

(A)(1) The State's Education Reform Agenda and LEAs Participation in It

California has perennially called out to innovators, pioneers, and immigrants seeking new starts and opportunities. Today, more Nobel Prize winners call California home than any other state. In California, world famous innovation flourishes in the fields of information technology, biotechnology, and agriculture. Through strong bipartisan support for AB 32, the Global Warming Solutions Act, California has provided our nation and the world with trail-blazing solutions to critical climate change issues.

Less well-known are the major policy advances that California has pioneered in the field of education, all rooted in strong bipartisan collaboration. The state's last three governors— Pete Wilson, Gray Davis, and Arnold Schwarzenegger— have all made education the centerpiece of their administrations' work. As a result of their efforts and those of education stakeholders throughout the state, California developed and adopted the nation's first grade-level content standards. California's Public School Accountability Act, enacted in 1999, focused the state's educational systems on student subgroups and the critical need to systematically close existing achievement gaps. This tradition of bipartisan gubernatorial leadership is continued in this application with the support of Governor Schwarzenegger, former Governors Wilson and Davis and the support of leading gubernatorial candidates Jerry Brown, Steve Poizner, and Meg Whitman. This reform agenda will continue to be advanced by the state's top leadership.

The path to the top, however, will be challenging in California; the size and complexity of the state requires outstanding leaders to shine a beacon on the route ahead. Fortunately, seven Leadership Local Education Agencies (LEAs) have stepped forward, confident in the lessons they have learned through the successful reforms they have achieved to date, captained by strong superintendents and determined teachers who are ready to lead by example. This initial working group of Leadership LEAs¹ has directly developed this ambitious yet achievable application, and their inspired planning has led to a total of 302 LEAs joining the pursuit by signing California's Race to the Top Memorandum of Understanding (MOU), which concretely details the specific

¹ The working group of LEAs involved in the development of this application included (in alphabetical order): Clovis, Fresno, Long Beach, Los Angeles, Sacramento City, Sanger, and San Francisco.

steps laid out in California's Race to the Top roadmap (see Appendix A1i.I).

California's Race to the Top (RttT) application builds on the practical experience and know-how of those who are already pursuing aggressive reforms to solve tremendous education problems day in and day out. Rather than mandating state-level reforms removed from the realities of California's diverse districts, the State asked a core group of seven Leadership LEAs, representing the tremendous diversity of California, to develop a bold reform plan consistent with the facts on the ground. Rather than diluting the reform plan to make it palatable to each of the 1,729 LEAs serving California's 6.2 million students, these Leadership LEAs set a high bar for reform and challenged their peers to step up. In this way, the Leadership LEAs not only created a strategy to transform their seven LEAs, but also established a framework to mentor additional LEAs as they bring these powerful innovations to scale.

Never before have California LEAs, championed by strong and innovative leaders, stepped forward and called for the autonomy and responsibility to lead the state. They are seizing a uniquely powerful opportunity to dislodge failure and break through with new ways of providing world-class education for California's students.

This Race to the Top application represents a truly transformative moment for public education in California. We are guided by the same determination and hope that has led pioneers and immigrants of all kinds to our state for centuries, and the same spirit of innovation that has led to California-initiated revolutions in technology, medicine, and commerce. The LEA signatories to the MOU accompanying this proposal represent over 1,700,000 students. These LEAs have stepped forward to be the primary architects of this application and focus on a powerful vision of California's future public education system: *Great teachers in every classroom and great leaders in every school, ensuring that every student is prepared for success in college or career.*

(A)(1)(i) Reform Agenda and Goals

The planning process guiding the development of this RttT plan was driven by the Leadership LEAs in order to ensure that it responded directly to their needs. California public education needs a transformative system of change. To ensure that the RttT roadmap remains anchored to these objectives, the State developed a Theory of Change model to guide the planning process, one which recognizes that successful transformation must include both high-

quality systems **and** the successful engagement of involved stakeholders.

Theory of Change and Transformation				
Great Teachers and Leaders + Supportive and Aligned Systems	X	Targeted and Focused Accountability Systems Including Educator Performance Evaluation Rooted in Student Learning	=	Students Achieving at High Levels/Students Prepared for College or Careers

The California Race to the Top transformation model is rooted in a straightforward approach incorporating the following key tenets:

- ✓ Placing an effective teacher in every classroom and an effective leader in every school is essential for ensuring student success;
- ✓ For teachers and school leaders to be effective, they need consistent, high-quality support and evaluation; and
- ✓ Successful educational change must involve the active engagement of teachers, school leaders and parents, coupled with specific and targeted accountability systems.

Rooted in the Theory of Change, the working group of Leadership LEAs has developed a reform agenda that is detailed by this application and the Race to the Top MOU/Scope of Work. It consists of specific goals in the four assurance areas described by the RttT notice **and** in the areas of STEM and early and expanded learning. Section (A)(2) defines the roles and responsibilities of all state partners involved in this RttT education reform plan and those of the non-profit organization that will be established specifically to further the reform agenda detailed by this application.

The commitments of each participating LEA to these goals are specified by the MOU and Scope of Work. Each of these areas is further detailed in the corresponding section of this application and summarized briefly below.

Improving California's world class standards for students and linking them directly to critical educator accountability systems (Assurance B)

California will strengthen its already high standards by utilizing the process outlined in SB x5 1 to adopt a set of common core standards. California will also participate in an assessment consortium to develop aligned assessments in mathematics and English-Language Arts. This

work will result in better data on annual student achievement growth, including subgroup student achievement data, which will allow national comparisons and will facilitate the identification and sharing of successful practices across the nation. Key goals and focal points will include the following:

- ✓ **Develop and adopt common core standards and corresponding curricular frameworks and instructional materials:** California will develop and adopt common core standards by August 2, 2010, utilizing the process outlined by SBx5 1. Upon adoption of the common core standards, the State will immediately launch a process to revise the mathematics frameworks, followed by English-Language Arts (ELA), with framework adoption by January 2012 and January 2014 respectively. Instructional materials will then be developed, based on the newly adopted curricular frameworks.
- ✓ **Develop and implement summative, interim, and formative assessments:** California will work alongside key partners to jointly develop tested, valid, and reliable common assessments by 2014. A key component of the strategy for strengthening the quality of interim assessments is the creation of a common interim assessment resource system. Housed in the integrated resource portal, a common assessment resource will include an item bank of valid and reliable assessment questions.
- ✓ **Offer professional development on new standards, curricular frameworks, and assessments:** California will use a parallel process to develop training modules to ensure that these modules will be made available at the same time that the frameworks they analyze are being revised and approved. A train-the-trainers structure will be used to implement and scale these trainings statewide, a component of which will be the online California Education Data Portal.

Effectively using data systems to support instruction (Assurance C)

Throughout this application, California's Race to the Top roadmap emphasizes the development of performance metrics and data to inform policymakers and educators about progress. Primary goals and activity areas will include the following:

- ✓ **Expanding California's longitudinal data system:** California will meet 11 of the 12 America COMPETES Act elements and extend its data integration across

grades P-20 by complementing the State systems for student data (CALPADS) and teacher data (CALTIDES) with the voluntary data-sharing network for California's schools, colleges, and universities (Cal-PASS).

- ✓ **Dissemination of data and analysis:** This application proposes the establishment of a Data Systems Steering Committee (DSSC) that will develop a data portal that offers dashboards, reports, tables, graphs, and datasets designed for use by students, parents, teachers, school leaders, LEA leaders, governing agencies, community members, policy makers, and educational researchers. The “best practices” resource in the data portal will include established curriculum frameworks, professional learning modules, examples of best practices certified with evidence of linked student achievement, interim and formative assessment resources, and examples of turnaround schools’ best practices.
- ✓ **Using data to monitor accountability and progress, and improve instruction at the State, LEA, classroom, and individual student levels:** The State will develop a comprehensive data dashboard consisting of key elements of each district’s efforts to become highly effective in the areas of student achievement, policy, instruction, operations, management, and resource allocation. In addition, the plan encourages and enables professional learning through a “train-the-trainer” model of district data coach trainers and school data coaches.

Creating and expanding effective systems to support and retain great teachers and leaders (Assurance D)

The State will invest in key supports to ensure that highly effective teachers and leaders are recruited, supported, and placed in all of our schools, especially those with the highest needs. This plan addresses key gaps in California’s current system to support effective teachers and school leaders through the realization of several priority goals:

- ✓ **Building a robust pipeline of great teachers and leaders:** The state will support LEAs and IHEs in working together to develop and extend a range of educator recruiting and pipeline development initiatives. Additionally, California’s Race to the Top program will support CSU’s Center for Teacher Quality and related data systems to diagnose the effectiveness of teacher preparation programs. Finally, the RttT roadmap includes funding to expand development programs for new,

veteran, and aspiring leaders.

- ✓ **Development and Adoption of a Multiple Measures Evaluation System:** The RttT Implementation Team will work with participating LEAs to clearly define a rigorous, transparent, and fair Multiple Measures Evaluation (MME) system for both teachers and principals by August 2011, with a minimum of 30% of the evaluation attributed to student growth.
- ✓ **Using the MME to inform teacher and leader pathways:** By school year 2013-14, 100% of principals and teachers in participating LEAs will be evaluated annually using the Multiple Measures Evaluation (MME). By school year 2013-14, the State proposes that participating LEAs make 100% of all decisions regarding promotion and tenure informed by a track record of effectiveness as evidenced by these evaluation ratings, and that the RttT Implementation Team identify and fund at least five alternative compensation pilots that are based on teacher and leader effectiveness.
- ✓ **Placing great teachers in every classroom and great leaders in every school:** The State proposes to work with LEAs to build a pool of both promising teachers who are new to the profession, and experienced, effective teachers – many of whom will be targeted for placement in high-poverty, underperforming schools. In developing this approach, participating LEAs containing those schools identified as the lowest performing 5% in the state will commit to ensuring that open positions in these schools are filled with teachers who have demonstrated effectiveness in the classroom. Similarly, LEAs will work with Institutions of Higher Education (IHEs) to build a pool of effective principals who have the skills to work in underperforming schools. The goal is to place and retain these effective principals in 100% of high-poverty and underperforming schools in each participating LEA.
- ✓ **Retaining great teachers in every classroom and great leaders in every school:** By school year 2013-14, underperforming schools with high poverty rates will have teacher retention rates equal to or greater than the other schools within their LEA. As participating LEAs identify effective and highly effective teachers and leaders, LEAs will work with bargaining units to devise a compensation

system that provides incentives for highly effective teachers and leaders who serve in high-need schools.

Turning around the lowest-achieving schools (Assurance E)

California has identified its persistently lowest-achieving schools, including 78 within the LEAs participating in this application, and it will use both RttT and Title I School Improvement Grant (SIG) funds to support their turnaround. The State will assist participating LEAs in becoming the fulcrum for change in school turnaround efforts by 1) moving away from a compliance-based model towards providing incentives that are meaningful and lasting; 2) enabling clearer lines of accountability through shared data; 3) increasing support by providing common tools and resources; and 4) fostering LEA partnerships. Key strategies will include:

- ✓ **Building LEA capacity to engage in turnarounds:** As described throughout this application, we will focus on the LEA as the nexus of change, building strong LEA partnerships and collaborative relationships to replicate best practices. The State will establish clear outcomes, while allowing for flexibility in implementation from the LEAs.
- ✓ **Providing turnaround tools/supports (including demonstration grants to showcase the work of successful turnarounds):** The Race to the Top Implementation Team will be responsible for identifying, collecting, and disseminating: 1) a range of resources, including tools from demonstration turnaround schools; 2) materials from the outstanding turnaround partnerships; and 3) best practices related to extended day and year-round learning opportunities, and other turnaround strategies for improving student learning and closing achievement gaps.
- ✓ **Turnaround Partnerships and learning communities:** Building on the demonstrated success of the current Fresno-Long Beach partnership, the Race to the Top Implementation Team will work as a broker to partner those schools and/or LEAs that have been successful with turnarounds with those schools and/or LEAs identified as persistently lowest-achieving.
- ✓ **Engaging parents:** This proposal provides access to best practices and funds that will enable turnaround schools to engage parents and community members, ensuring they are well-informed about the turnaround process and become active

participants throughout it.

- ✓ **Transparent Accountability:** The State is proposing an accountability system that is supportive and clear, along with an escalation path that is swift and serious when progress is not being made. Key strategies include: 1) Establishing and tracking accountability targets and progress made towards targets; 2) Providing resources to LEAs in implementing accountability walkthroughs; and 3) Establishing clear and serious escalation measures if schools do not progress.

Supporting and expanding rigorous STEM-related work as a unifying K-12 focus (Competitive Preference Priority)

Advancing students' understanding of science, technology, engineering, and mathematics (STEM) is a central objective of California's efforts to improve schools and raise student achievement. California has always been a national leader in scientific and technical fields, driven to a large degree by the strengths of its research universities. The state is home to global leaders in scientific research and development, biotechnology, engineering and technology – companies like Genentech, Raytheon, Google, and a myriad of other innovative businesses that fuel the world economy. California also hosts government research facilities including Lawrence Livermore Labs, the National Defense Research Institute, two NASA field centers and the Jet Propulsion Lab – all leading the way in energy and defense technologies, scientific discoveries, and exploration of our solar system. California is in a unique position to engage global leaders in scientific research and development, engineering, and technology in its efforts to advance public education. Through the RttT program, California will launch new partnerships between higher education institutions, industry leaders, students, public entities, non-profit organizations, foundations, and K-12 educators.

Our plan for advancing STEM in California involves the following 3 key steps:

- 1) **Strengthen the design and delivery of STEM in California's high schools:** Our plan creates STEM-focused pathways that link high school to postsecondary education and careers. This effort builds upon Linked Learning, the State's primary strategy for transforming high schools and ensuring that all students are prepared for college or career.
- 2) **Map backward into K-8: Build a strong STEM foundation emphasizing authentic application and career exploration:** Our plan will extend STEM learning time beyond

the classroom through after-school and summer programming. In this way, STEM will strengthen connections between schools and community partners. Successful, evidence-driven existing after-school programs such as Citizen Schools (see Appendix S.VII) will work with a variety of partners to support project-based learning through apprenticeships and other hands-on learning opportunities.

3) Build support systems and infrastructure: Support STEM-related investments that will help sharpen and expand high-quality STEM teaching and learning

statewide: Each STEM RttT initiative leverages the state’s broadband pipeline to increase access to relevant resources for students and educators, and to expand collaboration with community and industry leaders. To achieve the goals outlined within this application, we are creating a dynamic, statewide online learning community engaged in STEM and connected to the broader learning goals of public education in California.

Development of innovative early and expanded learning programs that fundamentally increase school systems’ capacity and impact (Invitational Priority 3)

Just as California is committed to improving the quality of our K-12 public school system, the State is equally dedicated to providing a high-quality system of early learning. In the last few years, California has taken critical steps to improve the quality of our early learning programs and support a seamless transition from preschool to kindergarten.

In 1998, voters passed Proposition 10, which authorized a 50-cent tax on each pack of cigarettes sold. This funded the creation of First 5 California, also known as the California Children and Families Commission. First 5 California provides a comprehensive system of education, health services, childcare, and other crucial programs focused on children ages 0 to 5, and also supports access to high-quality preschool programs in many communities throughout the state. Local First 5 Commissions in each county in the state work closely with local LEAs to create the continuum of support and services children need to succeed.

Proposition 49, passed by the voters in 2002, created the nation’s largest after-school system, providing \$550 million annually to support programs at more than 4,000 schools, prioritizing services in those schools with the highest need. California is now building upon the foundation established by Proposition 49 with an effort to combat “summer learning loss,” which disproportionately affects lower-income children and contributes to as much as two-thirds of the achievement gap in reading for incoming 9th grade students. The State Legislative Task Force on

Summer and Intersession Enrichment was created in 2008 with the goal of building awareness about the gap in structured learning and enrichment opportunities occurring among low-income children in the summertime. There is unambiguous research on the positive impact that quality summer programs have on educational and developmental outcomes for youth. The Task Force will ultimately produce a set of recommendations to the Governor and the Legislature on what the State's role in addressing the summer gap should be. In addition to the Task Force, the National Summer Learning Association and the Partnership for Children and Youth are working with LEAs across the state in a Summer Practice Consortium that is shaping a new vision for effective summer programs that will keep kids active and engaged, while combating summer learning loss.

A growing body of reform efforts in California (the *Early and Expanded Learning Agenda*) seeks to redefine the nature of the “school” to include the full range of systems (preschool, after-school, and summer programs), effectively linking and aligning them with the existing school day. Leveraged with the resources available through RttT, this work will expand to the participating LEAs, creating a scalable model of early and expanded learning systems that are fully integrated and aligned with school day programs.

(A)(1)(ii) LEA Commitment to the Race to the Top Plan

California's Race to the Top plan is the result of a collaborative process led by the superintendents of seven major LEAs that have demonstrated their commitment to aggressive education reform. The MOU and attached Scope of Work (see Appendix A1i.I) were created by and with the LEAs through an iterative process that included all of the Leadership LEAs from the working group (the group which developed the RttT plan),² working in partnership with the Office of the Secretary of Education (OSE-Governor's Office), California Department of Education (CDE), and the State Board of Education (SBE). The MOU terms and conditions and the preliminary Scope of Work were directly developed and approved by the working group and include detailed elements addressing each of four RttT reform areas.

Since the plan was developed by superintendents who will be responsible for its execution, California's Race to the Top plan embodies a clear and credible path to

² The working group of LEAs involved in the development of this application included (in alphabetical order): Clovis, Fresno, Long Beach, Los Angeles, Sacramento City, Sanger, and San Francisco.

implementation, and articulates ambitious goals which the superintendents of the Leadership LEAs all consider attainable. The MOU/Scope of Work is highly specific and precisely details the expectations of the signatories. This extraordinary process of fundamental involvement and authorship of the MOU by LEAs ensures its direct relevance to their needs. The specificity of the MOU ensures clear communications with all stakeholders, especially each LEA's vital union partners. Following the development of the MOU by the working group, all LEAs in the state were invited to sign the MOU. The State and working group did not offer the latitude to opt out of any of the strategies. This was the result of our firm conviction that the strategies, taken as a whole, represent the best chance of ensuring that every student in California graduates from high school ready to participate in college or pursue a career. Additionally, because the Scope of Work detailed the plan components, there was no ambiguity as to the plan composition prior to signing. While many states will offer plans with numerous MOU signatories, nowhere else will the signatories be assenting with such clarity, specificity, and ownership.

302 LEAs have signed MOUs committing to action in **all** of the reform areas. Many of these agreements were signed by not only the superintendent, but also by school board presidents (91 percent) and union leaders (33 percent of applicable LEAs), reflecting the deep engagement that leadership teams will have in these efforts (see Table 1). A critical component of California's RttT reform strategy was the conscious decision to not water down or diminish the transformative nature of the State's reform plan in an effort to win broader support. California adopted this approach in full recognition that doing so will require participating LEAs to build support from their union partners through an ongoing dialogue. This approach was adopted after thorough deliberations with the superintendents of the Leadership LEAs, all of whom are confident that they can work productively with their unions to implement these plans in a timely manner. Therefore, we did not expect to receive MOU signatures from all LEAs, nor did we seek to implement a plan that would encompass all of California's LEAs.

This plan starts with those LEAs that are willing and ready to implement the totality of the bold plan detailed by this application. They will become the leading edge of school change in California, transforming by example and by creating systems that are scalable and replicable. While not all of our union partners are currently ready to commit to this aggressive program in its entirety, the process of developing California's Race to the Top plan has involved extensive and productive dialogue with the unions in participating LEAs. In many LEAs, these dialogues

are reflected in MOUs, letters of support, and commitments to discussion through which the unions have indicated an intention to negotiate in good faith regarding changes embodied in the plan.

Table 1			
Summary Table for (A)(1)(ii)(c)			
Signatures acquired from participating LEAs:			
Number of Participating LEAs with all applicable signatures	41		
	Number of Signatures Obtained (#)	Number of Signatures Applicable (#)	Percentage (%) (Obtained / Applicable)
LEA Superintendent (or equivalent)	302	302	100%
President of Local School Board (or equivalent, if applicable)	259	284	91%
Local Teachers' Union Leader (if applicable)	41	123	33%

(A)(1)(iii) Participating LEAs and California's Race to the Top Goals

As the largest and most diverse state in the nation, California faced a unique challenge in developing its Race to the Top reform plan. California's 1,729 LEAs span a far wider spectrum of size, infrastructure, and readiness for change than exists in any other US state. As a result, RttT planners were forced to confront a fundamental question: whether to propose modest, incremental reforms in the hope of building consensus among a large number of LEAs, or to let the most reform-minded LEAs propose a bold program of scalable initiatives which could serve as a template for subsequent state-wide adoption. California has chosen the latter path.

While the State anticipated that this approach would limit the field of initial participants to those most committed to change, the level of overall participation is nonetheless considerable. 302 LEAs elected to enter into binding MOUs to implement the entirety of the California Race to the Top plan, as detailed in the accompanying Scope of Work. These LEAs serve 1,737,834 students, a student population larger than the total K-12 enrollment of all but six other US states, and represent 28% of all California students. The state's underserved population is strongly represented in participating LEAs, with 68% of the students served by the participating LEAs living in poverty (36% of the state total). Participating LEAs include over 167,000 African-

American students (37% of the state total), and over 1,000,000 Hispanic students (34% of the state total) – creating a powerful opportunity to address the state’s achievement gap.

Additionally, the 302 LEAs account for 961 Program Improvement (PI) schools (35% of all PI schools in the state of California). (See Appendix A1ii.I.)

Table 2			
Summary Table for (A)(1)(iii)			
	Participating LEAs (#)	Statewide (#)	Percentage of Total Statewide (%) (Participating LEAs / Statewide)
LEAs	302	1,729	17.5%
Schools	2,602	10,225	25.4%
K-12 Students	1,733,458	6,252,031	27.7%
Students in poverty	1,167,436	3,271,334	35.7%

While the boldness of California’s reform plan and the exacting nature of its MOU mean that the State has traded some breadth of participation for strong LEA-level commitment, California’s participating LEAs nonetheless stand to improve the lives of nearly two million children – perhaps the single largest opportunity in the entire Race to the Top program. California’s roadmap for Race to the Top involves a series of comprehensive changes that transforms public education for every student in all participating LEAs. We believe that the only true way to accomplish transformation in public education is to actively engage LEAs in the development of the plans and strategies that truly respond to their needs and assets, and not pretend that we can achieve true transformation by virtue of a statewide proclamation. The California LEAs that are participating have the scale and influence necessary to generate broad statewide impact. We will be able to achieve our goals because each and every LEA has signed on to implement the complete set of challenging reforms that have been detailed by a working group of LEAs.

The mechanism for statewide impact is threefold. The State will: 1) establish the success of reform efforts in participating LEAs as proof points for best practices to be adopted by other LEAs in the state; 2) use the research efforts and collaborations facilitated by the Race to the Top Implementation Team to disseminate information regarding the success of reform efforts and their drivers in a timely fashion; and 3) use the results of RttT reforms, together with

recommendations by the Blue Ribbon Panel, to drive legislative changes which will change laws and regulations impacting all students statewide, as appropriate.

(A)(1)(iii)(a) Increasing proficiency levels in reading and mathematics on CST and NAEP

California has established itself as a leader nationwide by instituting rigorous state assessments. In a 2007 NCES study entitled “Mapping 2005 State Proficiency Standards onto the NAEP Scales,” California’s performance levels in reading and mathematics consistently placed them in the top 10 states for rigor when compared with NAEP achievement levels. Beginning in 1997, state policymakers in California acted aggressively to create and implement new standardized tests. The cornerstone of California’s effort is the Standardized Testing and Reporting or STAR program. California students in grades 2–11 participate in STAR, and the centerpiece of the STAR program is the California Standards Test (CST). These criterion-referenced tests are based on the State’s academic content standards—and test results are categorized as either far below basic, below basic, basic, proficient, or advanced.

California students also participate in nationally administered tests. These include college admissions (e.g., SAT and ACT) and placement tests for individual students. Tests such as the National Assessment of Educational Progress (NAEP) and the Third International Mathematics and Science Study (TIMSS) provide national and international comparisons of overall student achievement. Increasingly, California lawmakers have also focused on Advanced Placement (AP) courses and testing. Beginning in 2000-01, they provided extra funding and incentives to encourage the state's high schools to offer these courses. In fact, in 2009, about 21% of California's senior class earned a score of 3 or higher on one or more Advanced Placement exams, compared to the national rate of only 16%.³ California has set clear goals on the aforementioned assessments using the following measures:

On NAEP, increase the percentage at or above basic as follows:

- ✓ 4th Grade NAEP Reading: Increase from today’s rate of 54% to 62% by 2015, with an interim goal of 58% by 2013. This represents an 8% increase over the next six years, which is double the 4% increase that historically occurred between 2003 and 2009;
- ✓ 4th Grade NAEP Mathematics: Increase from today’s rate of 72% to 82% by

³ The 6th Annual AP Report to the Nation, College Board

2015, with an interim goal of 78% by 2013. This represents a 10% increase over the next six years, which is double the 5% increase that historically occurred between 2003 and 2009;

✓ 8th Grade NAEP Reading: Increase from today's rate of 64% to 70% by 2015, with an interim goal of 68% by 2013. This represents a 6% increase over the next six years, which is double the 3% increase that historically occurred between 2003 and 2009;

✓ 8th Grade NAEP Mathematics: Increase from today's rate of 59% to 65% by 2015, with an interim goal of 61% by 2013. This represents a 6% increase over the next six years, which is double the 3% increase that historically occurred between 2003 and 2009.

On the CST, increase the percentage at or above basic as follows:

In keeping with our LEA-centered approach, and given the range in size and demographics of California's LEAs, California has opted to allow LEAs to set their own ambitious student achievement goals beyond a base growth goal set by the State:

✓ CST English-Language Arts: Increase from 2009 rate of 76% to 100% by 2014. This represents a 5% increase annually over the next five years; and

✓ CST Mathematics: Increase from 2009 rate of 80% to 100% by 2013. This represents a 5% increase annually over the next four years.

(A)(1)(iii)(b) Achievement Gaps in English-Language Arts and Mathematics

California is committed to making real progress in **reducing the achievement gap** to ensure that every student receives the education and resources they need to succeed. California is focused on reducing achievement gaps among students of different income levels, language capacity, and races and ethnicities, and students with disabilities. California uses an Academic Performance Index (API) to calculate student performance and set growth targets based on statewide tests. The API is a numeric index ranging from 200 to 1000, and it is calculated using results of the STAR (Standardized Testing and Reporting) program and the California High School Exit Exam (CAHSEE). The API requires subgroup accountability to address the achievement gaps that exist between traditionally higher- and lower-scoring student subgroups. California's goals for the following subgroups are based on increasing their respective 2009 Base APIs in order to decrease the gap between existing APIs and the target API of 800. (See

Appendix A1iiib.I for a detailed Overview of California's 2009-10 Accountability Progress Reporting System.)

California has set the following clear goals for decreasing achievement gaps for the following subgroups:

- ✓ African American students: Increase from 2009 Base API of 670 to 705 by 2015, with an interim goal of 695 by 2013. This represents an annual increase of 5% of the difference between their 2009 Base API and the statewide growth target of 800 until 2012, when the annual growth target shifts to a 5 point annual gain of their API;
- ✓ American Indian or Alaska Native students: Increase from 2009 Base API of 715 to 745 by 2015, with an interim goal of 735 by 2013. This represents an annual 5 point gain to their API;
- ✓ Hispanic or Latino students: Increase from 2009 Base API of 715 to 745 by 2015, with an interim goal of 735 by 2013. This represents an annual 5 point gain to their API;
- ✓ Native Hawaiian/Pacific Islander students: Increase from 2009 Base API of 742 to 772 by 2015, with an interim goal of 762 by 2013. This represents an annual 5 point gain to their API;
- ✓ Socioeconomically Disadvantaged students: Increase from 2009 Base API of 695 to 725 by 2015, with an interim goal of 715 by 2013. This represents an annual 5 point gain to their API;
- ✓ English Learners: Increase from 2009 Base API of 676 to 709 by 2015, with an interim goal of 699 by 2013. This represents an annual increase of 5% of the difference between their 2009 Base API and the statewide growth target of 800 until 2012, when the annual growth target shifts to a 5 point annual gain to their API; and
- ✓ Students with Disabilities: Increase from 2009 Base API of 564 to 627 by 2015, with an interim goal of 608 by 2013. This represents an annual increase of 5% of the difference between their 2009 Base API and the statewide growth target of 800.

(A)(1)(iii)(c) and (A)(1)(iii)(d) High school graduation, college enrollment, and persistence

California is committed to ensuring that every student completes a K-12 education with a high degree of college or career readiness. Thus, the State has set clear goals on the following measures of postsecondary success.

- ✓ By 2020, 90% of California students will graduate high school, with an interim goal of 80% by 2014, as measured by the four-year cohort graduation rate. (Today's best proxy for the graduation rate in California is calculated using an aggregate rate formula, which measured 68% in 2008.⁴)

In addition, clear goals will ensure that students transition successfully into postsecondary education:

- ✓ By 2020, total undergraduate enrollment demand will increase by 20% to 2.95 million students, with an interim target of 15% to 2.8 million by 2014, increasing from today's undergraduate enrollment of 2.46 million;
- ✓ By 2020, the percent of exiting high school graduates enrolling in postsecondary education will reach 75%, with an interim target of 63% by 2014, increasing from today's rate of 51%;
- ✓ By 2020, 93% of University of California college-goers will successfully complete one year of college credit that is applicable to a degree within two years of enrollment, with an interim target of 90% by 2014, increasing from today's rate of 89%;⁵
- ✓ By 2020, 85% of California State University college-goers will successfully complete one year of college credit that is applicable to a degree within two years of enrollment, with an interim target of 83% by 2014, increasing from today's rate of 81%;⁶
- ✓ By 2020, 80% of California Community College college-goers will successfully complete one year of college credit that is applicable to a degree within two years

⁴ Currently, graduation rates are calculated using aggregate rate formulas since four years of student-level data is needed to fully transition to a four-year cohort rate. For this year's graduating class (the Class of 2010), CDE will have the four years of student-level data necessary to produce longitudinal graduation and dropout rates which will be much more accurate.

⁵ California Postsecondary Education Commission.

⁶ Current One-Year Continuation Rates for Successive Groups of CSU First-Time Freshmen; Source: CalState Statistical Abstract.

of enrollment, with an interim target of 76% by 2014, increasing from today's rate of 72%⁷; and

- ✓ By 2020, the percent of high school seniors receiving college credit through qualifying scores on AP exams will increase to 30%, with an interim target of 25% by 2014, increasing from today's rate of 21%.

California expects broad impact beyond the four years of the RttT grant because our plan is focused on implementing reforms in LEAs that are 100% committed to change and to determining reform best practices that can be shared and scaled to the rest of the state.

California's RttT Research Director (part of the RttT Implementation Team) will have a significant research budget, enabling careful study of the reforms that are being implemented by our participating LEAs, and determining what works and what does not. Moving forward, these findings will be used at all levels to inform reforms and to help create truly scalable policies. However, if California does not receive a Race to the Top award, our goals will remain the same: increased rates of proficiency on state and national assessments, decreased achievement gaps, improved teacher effectiveness, increased graduation rates, and higher rates of college enrollment and success.

California has already recognized the importance of ambitious yet achievable goals. California implemented the API in 2000, long before the Race to the Top funding opportunity was presented, in order to set rigorous achievement and performance targets. In creating our Race to the Top application, California has brought together members from the statewide education community across all sectors to increase the State's current targets and set even more ambitious goals.

(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans

The proposed RttT implementation structure builds on the best of existing, high-quality infrastructure within the California Department of Education (CDE), the Office of the Secretary of Education (OSE), the State Board of Education (SBE), and other statewide education entities. At the same time, it invests in the transformational capacities being provided by the seven

⁷ One year of college credit is 30 or more units; Source: Accountability Reporting for the California Community Colleges, 2010 Annual Report

Leadership LEAs that have developed the basis for the State’s RttT plan.

California benefits from a large group of education reform voices and education entrepreneurs who have an impressive track record of success. However, there are also defenders of the status quo and the inertia of long-standing policies and habits – barriers which must be overcome. The proposed RttT structure allows California to empower, support, and sustain the forces of change, strengthening those who have consistently fought for the vision articulated in this RttT plan. This application frees up and empowers the proven agents of change.

The capacity to implement, scale up, and sustain the plans described by this application is based on the following structural elements described in this section:

- ✓ The reach and influence of the seven Leadership LEAs;
- ✓ The addition of 295 additional participating LEAs;
- ✓ Support from a broad cross-section of California education innovators and organizations, many with deep experience in implementing and sustaining education reform;
- ✓ Strong partnerships with California’s Institutions of Higher Education and leading education research and policy entities;
- ✓ Unprecedented involvement of the state’s STEM education community, including corporate and philanthropic supporters of STEM education;
- ✓ The creation of a new entrepreneurial entity to guide the implementation and to aid in the aggressive dissemination of the reforms; and
- ✓ Fiscal accountability to the State of California, the U.S. Department of Education, and ultimately to the taxpayer.

These elements will be woven together to foster a culture of innovation, while maintaining accountability for program results and the use of funds.

(A)(2)(i) State Implementation Capacity (a,b,c)

The “RttT Implementation Team and Oversight Structure” (Figure 1, page A-27) graphically describes the innovative structure proposed by the State of California to implement the RttT reform plan.

In order to flexibly and efficiently implement the RttT plan, a new 501(c)(3) organization, the “Race to the Top Implementation Team,” will be formed. The Team will be directly accountable to the CDE, OSE, and SBE for fiscal and programmatic results but will be

governed by an independent Board of Directors. In addition to the flexibility and efficiency provided by the new organization, its creation also allows for its staff and governance structure to focus exclusively on Race to the Top implementation, evaluation, and dissemination, free from distractions of competing responsibilities.

The Implementation Team will establish strong rules for transparency, fiscal accountability and good governance, drawing upon the latest perspectives in the field, the experience of philanthropic partners, and the expertise of the board in managing complex systems.

The State of California will work through the Race to the Top Implementation Team to monitor compliance. An **RttT Accountability Director** will be established within CDE and will be supported by three additional staff members: two accountability coordinators and a finance coordinator. The RttT Accountability Director will act as a liaison between the Race to the Top Implementation Team and the CDE, OSE, and SBE. The RttT Accountability Director will have reporting responsibility for the Race to the Top Implementation Team, ensuring a check and balance is in place to guarantee the nonprofit's fidelity to the plan, and to make certain that all federal requirements for reporting are being met. The RttT Accountability Director will be housed within CDE and will report directly to the State Superintendent of Public Instruction.

The RttT Implementation Team Board of Directors will have 17 members, 7 of whom will be the practicing Superintendents from the Leadership LEAs. Members of the Board have been nominated and chosen by the CDE, OSE, SBE, SPI, and the California Collaborative on District Reform.⁸ Appendix A2i.I provides a list of board members and their affiliations. All proposed board members have agreed to serve. Organizational documents and Articles of Incorporation will be filed in June.

As illustrated in Figure 1, in addition to several expert committees, four key leadership staff positions will be created within the Race to the Top Implementation Team: Executive Director, Grant Administrator, Research Director, and LEA Outreach Director.

The Race to the Top Implementation Team **Executive Director** will report directly to the

⁸ The California Collaborative on District Reform was formed in 2006 to join researchers, practitioners, policymakers, and funders in ongoing, evidence-based dialogue to improve instruction and student learning for all students in California's urban school systems.

Board of Directors and will be responsible for:

- ✓ Oversight of the RttT Implementation Team staff;
- ✓ Accountability for effective overall management and operations of the RttT;
- ✓ Oversight of RttT grant funds to ensure transparency and full compliance with federal reporting rules;
- ✓ Providing a centralized platform for change management and communication;
- ✓ Sustainability planning for ongoing RttT work in California;
- ✓ Daily operations management; and
- ✓ Coordination of state, federal, local, and private/foundation resources as necessary.

The Race to the Top Implementation Team **Grant Administrator** will report to the Executive Director and will be responsible for the efficient administration of all aspects of the RttT program including grant administration, all required RttT reporting, and compliance with all grant requirements. The Grant Administrator will be assisted, at minimum, by a full-time Procurement Director and Budget Director. In addition, the Grant Administrator will have a compliance budget and the option of contracting with CDE and/or IHEs on a fee-for-service basis for specific required compliance, monitoring, and evaluation services.

The Race to the Top Implementation Team **Research Director** will report directly to the Executive Director and be responsible for: oversight of the research consortium and research conducted to adequately inform RttT implementation decisions; development of a centralized platform for collecting data and gathering best practices for RttT; communications between the research consortium and Executive Director; and leading and directing additional research, as necessary, to supplement efforts of the research consortium.

The Research Director will monitor program impact at the student level, make recommendations for changes and adjustments to the project, and guide the RttT Education Research Consortium composed of nonprofits, institutions of higher education, and research organizations and consultants. The Research Director will have a budget to fund this additional research, which will help inform reform best practices and the general implementation process over the four-year grant period and beyond. Findings generated by the Research Director and Consortium will be communicated to the partnering LEAs by the LEA Outreach Director.

The Race to the Top Implementation Team's LEA **Outreach Director** will report

directly to the Executive Director and will help facilitate change management and communication between and among all of the LEAs and the Implementation Team. The Outreach Director will serve as the first level of escalation for issues and conflicts within the LEAs, and s/he will work with all of the LEAs to ensure the ceasing of ineffective practices and the wide dissemination and replication of effective practices.

An LEA **Outreach Coordinator** will report to the LEA Outreach Director. The coordinator will monitor the LEAs and determine whether or not they have effective, current teacher evaluation models. S/he will ensure that turnaround models are chosen and executed for those persistently lowest-achieving schools.

LEA Superintendents will hire and lead LEA-level implementation teams; they will also provide operational management including procurement and planning. They will be responsible for execution of the RttT components pursuant to their MOUs.

Please see Appendix A.I for the workplan and timeline of activities of the Race to the Top Implementation Team.

RttT Implementation Team and Oversight Structure

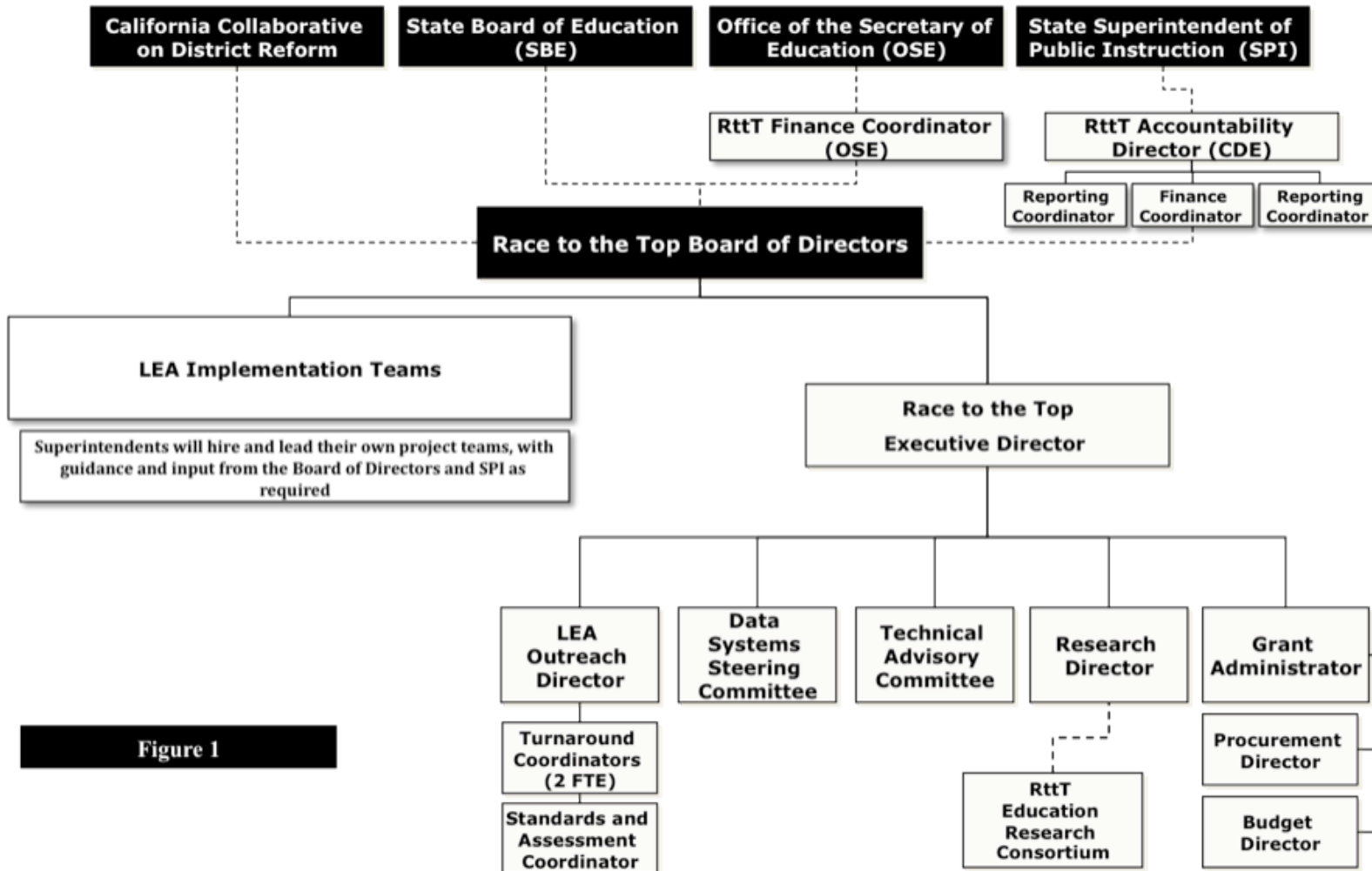


Figure 1

(A)(2)(i)(d) Use and Leveraging of Grant Funds

The reform areas outlined in this application will be implemented using a combination of federal, state, and LEA funds, along with some strategic investments from private foundations (as described in greater detail in the budget and Appendix A2id.I). To the extent practical, RttT funds will support one-time infrastructure costs, such as adopting new standards, assessments, and instructional materials, and the development of new models for teacher and principal evaluation. Other ongoing state and federal ESEA funds, such as Title I and Title II dollars, will bolster these efforts by supporting ongoing professional development and implementation. RttT investments in efforts that require ongoing support – such as supports for struggling schools or evaluating teachers and school leaders – will be sustained by recurring state and federal funds. Our intention is to use RttT funds to develop and test models across the four reform areas, and re-direct ongoing funding to support the implementation of effective strategies.

(A)(2)(i)(e) Sustaining Successful Transformation Efforts

State and local policymakers are also committed to examining implementation of RttT efforts through an independent evaluation of the implementation of the plan submitted in this application. Our State's commitment to creating a culture of continuous improvement is evidenced by a provision in recently enacted legislation that mandates an evaluation commencing January 1, 2011, with a final report delivered by June 1, 2014.⁹ This effort will provide ongoing information about how participating LEAs are addressing the reform strategies and it will examine early indicators of the impact of their approaches. The RttT Implementation Team and California's regional system of support can be mobilized to address challenges that arise, as well as policy issues that might be addressed through actions by the SBE or the CDE.

Because the RttT Implementation Team will be a 501(c) (3) non-profit organization, it will be capable of accepting donations, grants, and other funding to ensure sustainability beyond the grant period. Significant philanthropic support by private foundations has been secured ensuring the ongoing sustainability of the RttT effort (see letters of support, Appendix A2ie.I).

Further guarantee of legislative change and the subsequent reform that will last beyond the RttT grant period will come with the Governor's Blue Ribbon Panel (BRP), a panel of ten people that meets four times a year and includes the Governor, LEA representatives, and relevant

⁹ SBX5 1; E.C. 53102.

stakeholders. The members of the BRP will be chosen as soon as California is selected as a finalist in July/August of 2010. The selection process will be informed by data coming from the RttT Research Collaborative, as well as recommendations from the RttT Board of Directors. The BRP will work to recommend legislative changes based on the outcomes and findings from RttT. Although none of the initiatives outlined in the RttT application require legislative action to ensure successful implementation, these legislative changes will help move the legislative agenda to drive further innovation in education reform.

(A)(2)(ii) Support from a broad group of stakeholders (a and b)

As illustrated by our Theory of Change and Transformation, the State is convinced that the success of Race to the Top efforts will depend largely on the quality of stakeholder engagement that is undertaken. This engagement must be genuine, which is why we have made the needs, capacities, and assets of our LEAs the basis for planning and implementation. By design, the stakeholder engagement of California's RttT endeavor will occur at both the State and LEA levels, thus ensuring the committed involvement of teachers, school administrators, political leaders, institutions of higher education, private foundations, research organizations, and other assistance organizations.

Because actions promulgated by California's RttT plan are such a departure from current practice, participating Leadership LEAs decided to hold discussions around these items directly with their respective unions. These conversations have been fruitful, and several of the unions, including Fresno and Sanger School Districts, have signed onto the MOU and offered letters of support. Los Angeles just concluded a six-month Task Force that focused on the areas of evaluation, tenure, differentiated compensation, support mechanisms, and legislative changes. This Task Force included labor partners, parent and community representatives, private sector leaders, and higher education partners, as well as LEA leaders, teachers, and administrators. The Task Force will be used as a vehicle to meet and discuss many of the implementation items identified in this RttT application. The United Teachers of Los Angeles (UTLA) has indicated in writing their support for continuing this discussion. Other unions, including the United Educators of San Francisco, have provided letters indicating their willingness to be at the table and seek high-quality implementation of the programs described by this proposal. In Clovis, a union does not represent teachers; however, their faculty senate has provided a letter of support. The teachers unions are key partners in improving the system, and the participating LEAs intend to

continue efforts that will lead to their eventual support and active participation.

As the changes contemplated for how LEAs evaluate teachers are such a departure from the current system, many of the teachers unions would prefer to work with their LEAs to first develop this system before giving it their stamp of approval. The LEAs are confident, however, that they will be able to develop these evaluations with the cooperation and active involvement of their local unions and gain their support. Part of this confidence stems from the recent legislative action (SBX5 1) to remove barriers to critical components of the RttT plan, including the proposed teacher evaluation system. Since then, the Leadership LEAs in the working group have had significant discussions with their association leadership about assessment-based evaluations including multiple measures. Long Beach, one of the Leadership LEAs, has already demonstrated an ability to implement an evaluation system based on student achievement results.

At a statewide level, the Association of California School Administrators (ACSA) has indicated its strong support for this application, as have local principal and administrators associations including the United Administrators of San Francisco. The California School Boards Association (CSBA), which represents the Boards of Education of 965 California school districts and sets policy direction for their districts and schools, has indicated its strong support for the reform plan represented by this application. (See Appendix A2ie.I letters of support.)

In the process of developing the first and second applications for Race to the Top, California has built the right mix of institutional commitment, community support, public engagement, and political will to move this reform plan forward. The coalition-building efforts of the past twelve months, including the generation of over 200 letters of support/non-LEA MOUs, show that the foundation for education reform is:

- ✓ Bipartisan, with support from elected officials from both parties (including Governor Schwarzenegger, Senator Feinstein, Senator Boxer, and Congressman George Miller).
- ✓ Deep, ranging from California Congressional delegation down to the neighborhood Boys and Girls Clubs.
- ✓ Wide, drawing from urban, rural and suburban neighborhoods as well as from the southern, northern and central parts of the state.
- ✓ Inclusive of both agriculture and business, particularly our technology, science and engineering sectors.

- ✓ Reflective of California's ethnic diversity.

This network of support builds off of the state's long-standing network of education reform voices, including legislative leaders for education reform, champions of reform on the State Board of Education, leading reform research and policy centers, philanthropic supporters of reform, champions of charter schools and parent choice, expanded learning advocates, early education supporters, and advocates for alternative teacher pathway programs. The policies included in this application are backed by several state opinion shapers, including leading editorial voices. They are also supported by Governor Schwarzenegger, former Governors Wilson and Davis and current gubernatorial candidates Jerry Brown, Steve Poizner, and Meg Whitman. These policies build on a solid trajectory of reform efforts that began with Governor Wilson (standards), continued under Governor Davis (accountability and high school exit exam), and are being refined and extended by Governor Schwarzenegger. This reform foundation and the base of influential partners and supporters will be vital for building state and local capacity to implement and sustain the reforms outlined in this application. Key partnerships concretely supporting this RttT application include the following:

- ✓ California's Institutions of Higher Education (IHEs) – as represented by the University of California, California State University, California Community Colleges, and the Association of Independent California Colleges and Universities– have submitted formal MOUs in which they commit to working with the State on issues described by this application (see Appendix A2iib.I).
- ✓ A coalition of private foundations that have been at the forefront of education reform in California, and, when combined, have an endowment of more than \$8 billion, have pledged to support the implementation of the State's plan by aligning their grant making with the RttT focus areas.
- ✓ The State's plan for RttT is supported by a broad array of business leaders and organizations, including the Bay Area Council; multiple chambers and workforce development boards; and TechNet, a national, bipartisan network of technology company CEOs in the fields of information technology, e-commerce, clean technology, biotechnology, venture capital and investment banking.
- ✓ Researchers throughout California have committed to align their research with the reform areas outlined in the State's plan for RttT. For example, Policy

Analysis for California Education—an independent, nonpartisan research center based at the University of California at Berkeley, the University of Southern California, and Stanford University— will provide state leaders with access to education experts from California’s leading research universities to help guide the State’s reforms under RttT. Similarly, the federally funded Regional Educational Laboratory West, located at WestEd, will support state, regional, and local communities of practice by helping them bridge research and practice, and by supporting the use of data and evidence in decision making. Measuring the impact and effectiveness of innovative approaches to reform before implementing them statewide or bringing them to scale is an important element in California’s RttT approach. (See Appendix A2ie.I.)

Already through the leadership of Governor Schwarzenegger, the Superintendent of Public Instruction, the Office of the Secretary of Education, our State Board of Education, and legislative champions, California has begun to assemble the building blocks of the reform agenda found in this plan. The Governor and Legislature joined forces to support the State’s RttT efforts through the enactment of comprehensive legislation to implement reforms called for in RttT.¹⁰ Such committed partnerships will be vital for building state and local capacity to implement and sustain the reforms that this strategic investment in RttT promises, and to demonstrate the power of the forces behind this application in moving forward an agenda of innovation.

¹⁰ SBX5 2 and SBX5 4 (enacted January 7, 2010).

(A)(3) Demonstrating significant progress in raising achievement and closing gaps**(A)(3)(i) Progress in Each of the Four Education Reform Areas**

The reform areas called for by RttT are not new to California. We have engaged in this work for almost two decades, and the RttT roadmap builds on the foundation created by this existing system. As a pioneer in setting high standards, California has long embraced an approach of focusing systemic supports on raising student achievement, recognizing that one element alone will not achieve the results we want. In fact, programs for schools in Program Improvement under ESEA/NCLB are aligned to support “Nine Essential Program Components” adopted by the SBE (see Appendix A3i.I). This section describes California’s progress in each of the RttT reform areas and the resulting gains we are seeing in student achievement.

(A)(3)(i)(a) An aligned system driven by rigorous academic standards and assessments

High standards. California has adopted standards in English-Language Arts (1997), mathematics (1997), history–social science (1998), science (1998), English language development (1999), visual and performing arts (2001), physical education and career technical education (2005), and health education (2008). Additionally, the State recently developed foundations for quality preschool programs. Praised nationally for their high quality and rigor, California’s standards are carefully designed to describe a sequence of student learning and the key content to be taught in core content areas at each grade level K-8, and in specific high school academic courses.¹¹ They lead students through a progression of content designed to prepare them for success in careers and in higher education.

Standards-aligned curricular and instructional materials. State standards are enacted in classrooms through curriculum frameworks that guide the adoption of instructional materials. These frameworks provide clear instructional expectations and guidance for teachers and principals, describing the scope and sequence of the knowledge and skills all students need to master at each grade level. The frameworks also provide direction to publishers with criteria for instructional material evaluation.

Multiple assessment measures. The State’s assessment system measures student

¹¹ Finn, C. E., Julian, L., & Petrilli, M. (2006). *The state of state standards, 2006*. Washington, DC: The Thomas B. Fordham Foundation & Institute. American Federation of Teachers. (2008). *Sizing up state standards 2008*. Washington, DC.

performance against state standards, and provides critical information for guiding program improvement. Its central piece is the Standardized Testing and Reporting (STAR) program, created in 1997 to provide annual assessments of academic achievement in core content areas in grades 2-11.¹² The STAR Program consists of four key components: the California Standards Tests (CSTs); the California Modified Assessment for students in grades 3-8 whose Individualized Education Programs (IEPs) call for an alternate CST format; the California Alternate Performance Assessment, designed to measure the academic gains of students with severe cognitive disabilities; and the Standards-based Tests in Spanish, designed for students who receive instruction in Spanish or were enrolled in schools in the United States for less than 12 months.

Currently, CSTs are required for all students in English-Language Arts for grades 2-11; mathematics for grades 2-9; science for grades 5, 8, and 10 (life science); and history–social science for grades 8 and 11 (U.S. History). Students also take end-of-course tests in mathematics, science, and history–social science in grades 9-11, when they complete the corresponding courses.

The State assessment system also includes the California English Language Development Test, which helps schools better understand the English language development needs of English Language Learners. In addition, the California High School Exit Exam tests students in mathematics and English-Language Arts. Students must pass the CASHEE in order to graduate.

Finally, California leads the nation in its work to use assessments as an early indicator for college readiness. The Early Assessment Program (EAP) is a collaborative effort between the CDE, the SBE, and the California State University (CSU). In place since 2004, the EAP is designed to assess students for college readiness in their junior year of high school. Eleventh grade students whose schools participate in the EAP can take augmented CSTs that combine CSU placement standards with California high school standards. Scores are reported as part of the STAR results. Students who do not pass can benefit from the early benchmark which allows them to focus their attention on specific areas of need in the 12th grade. State universities can also use these results to exempt students from placement testing. Last year, legislation was enacted to allow community colleges to participate in the EAP. California's school and district

¹² E.C. 60640 et seq.

accountability is also aligned with State standards. The Public School Accountability Act of 1999 created an index for measuring academic growth in schools, known as the Academic Performance Index (API). The API combines multiple achievement measures into an index measure that is used to rank schools and assign school-specific annual performance targets, both schoolwide and at the subgroup level, that build toward state performance goals (see Appendix A1 iib.I).

This system is complemented by federal accountability measures for demonstrating adequate yearly progress toward ensuring that all students are proficient or advanced in English-Language Arts and mathematics. Together, these measures ensure a solid focus on teaching the core academic standards; they provide a solid base for the next phase of development of the RttT Multiple Measures Evaluation (MME) system for both teachers and principals, with a minimum of 30% of the evaluation attributed to student growth (see Section (D) of this application).

(A)(3)(i)(b) Data systems to inform improvement efforts

Public access to multiple data reports. California has a sophisticated system for making data about students, schools, and achievement measures publicly available for researchers, practitioners, policymakers, parents/community members, and other interested stakeholders. Datasets publicly available on the CDE’s website include the California Basic Education Data System (CBEDS), which contains information on student and staff demographics; the Standardized Account Code Structure (SACS), which contains revenue and expenditure information for all LEAs; the Standardized Testing and Reporting Program (STAR), which includes annual student achievement testing data for each school and LEA; the California High School Exit Exam (CAHSEE), which collects data on student pass rates; and the California English Language Development Test, which reports school-level performance on the test. Each dataset is accompanied online by detailed handbooks, as well as by customized, public reports. In addition, Ed-Data.org offers educators, policymakers, the legislature, parents, and the public quick access to timely and comprehensive data about K-12 education in California, including fiscal reports segmented by school, district and county.

Investment in longitudinal data systems. California has also stepped up its capacity to collect, manage, and share longitudinal data. The California Longitudinal Pupil Achievement Data System (CALPADS) will have complete data at the end of the 2011-12 school year, and a companion system integrating teacher data—the California Longitudinal Teacher Integrated Data

Education System (CALTIDES)—is scheduled to be in operation in 2012. California will meet all of its SFSF reporting requirements by Sept. 30, 2011. Furthermore, as part of RttT preparation, Governor Schwarzenegger signed legislation which removes any barriers to linking student and teacher data, and to further developing the state longitudinal system.¹³

These data systems, however, comprise only one step toward building a culture that uses data to drive decisions about education programs and classroom strategies. The need for strengthening the use of data to improve instruction is widely acknowledged among stakeholders, and it is supported by recommendations from several reports conducted by both the State and independent agencies that are seeking to address this question. The State spent the last several years undertaking a systematic review of its data needs and collecting stakeholder input to inform California's plan for further developing its system. The detailed data plan described in Section (C) builds upon this excellent foundation.

(A)(3)(i)(c) Strong systems of support for teachers and leaders

The attached MOU/Scope of Work details the steps that participating LEAs have committed to in relation to the further steps they will take to support and retain effective teachers and leaders, building upon existing State work. A key feature of this effort will be linking California's existing measurement systems for student performance with teacher and principal evaluations.

Professional standards for teachers and leaders. California's first comprehensive set of professional standards for teachers, the California Standards for the Teaching Profession (CSTP), were adopted and approved in 1997. In the ensuing years, the State has built upon this initial standards work, developing an integrated set of guidelines for various aspects of the teaching profession. In 2001, California adopted standards for its teacher preparation programs; standards for its induction programs were adopted the following year.¹⁴ These preparation and induction standards are now used to both accredit programs and guide the initial growth of California's new teachers. The State has also instituted Teacher Performance Expectations to define what preliminary teaching credential candidates should know and be able to do. And in its Teacher Performance Assessment, California now possesses a framework for assessing teacher

¹³ SB 19 (enacted in 2009) and SBX5 2 (enacted in 2010).

¹⁴ California's teacher preparation program standards were revised in 2007, 2008, and 2009, and its induction standards were revised in 2008. The CSTP themselves were revised in fall 2009.

candidates on these performance expectations. Importantly, these integrated teacher standards and guidelines are also carefully linked to student learning; all are aligned with the State’s K-12 student content standards and corresponding curriculum frameworks.

Established standards also exist for California’s school leaders. In 2001, representatives of the State’s school administrator community independently developed six California Professional Standards for Education Leaders (CPSEL), which built upon national standards written five years earlier. These standards underwent a diligent review and approval process—carried out by university professors, the CDE, and the Commission on Teacher Credentialing—and today, the CPSEL serve as the foundation for certification, credentialing, professional development, and evaluation of principals in California. LEAs across the state currently use the CPSEL to develop performance goals with principals and to assess their effectiveness in yearly performance reviews.

Alternative routes to certification. Beyond standards, California has strengthened its pipeline of professional educators in several other ways. For example, the State has a long and successful history of supporting alternative routes for preparation and certification. Alternative routes into the teaching profession were initially provided under the Teacher Education and Internship Act in 1967, and multiple state policies have built upon this foundation. All credentialing providers must meet the same rigorous program standards. Today, California is one of only three states that the National Center for Alternative Certification designates as having “most prolific alternate routes” to teaching.¹⁵ Alternative preparation programs and credentials for principals and other school leaders were established in 2002.¹⁶

Professional development and support for teachers. California’s systems of support for teachers have proven successful over time. The State’s Beginning Teacher Support and Assessment (BTSA) programs collectively served 27,281 first and second year teachers in 2008-09, making it the largest induction program in the United States. Recent research has indicated

¹⁵ National Center for Alternative Certification. (2007). *Alternative teacher certification: A state-by-state analysis*. Washington, DC: Author. Retrieved on November 9, 2009, from <http://www.teach-now.org/overview.cfm>.

¹⁶ EC 44270.5.

increased teacher retention and other positive results from BTSA participation.¹⁷ In addition, the State's system for local peer evaluations, established in 1999, matches experienced mentors to participating teachers who need help developing subject matter knowledge or teaching strategies.¹⁸ In less than ten years, thanks to these and many other efforts involving preparation, recruitment, support and retention, California has seen its proportion of under-prepared teachers drop from approximately 20 percent of the workforce to approximately 3 percent of the workforce.¹⁹

(A)(3)(i)(d) Supports to turn around struggling schools

Over the past several years, California has taken an active and innovative role in turning around its lowest-performing schools. State investments have supported significant student performance improvements over the past decade. They have also revealed how important the role of the LEA is in doing this difficult work, especially in a state as large and diverse as California.

The State has invested in several different programs to support school turnaround efforts since the passage of the Public Schools Accountability Act in 1999. To date, the State has invested in the following school improvement programs:

- ✓ Immediate Intervention/Underperforming Schools Program (II/USP), created in 1999;
- ✓ High Priority Schools Grant Program (HPSGP), created in 2001;
- ✓ School Assistance and Intervention Team (SAIT) program, created in 2003;
- ✓ Quality Education Investment Act (QEIA), created in 2006; and

¹⁷ For BTSA participation and relative size, see:

1) Suckow, M. (2009). *Annual report card on California teacher preparation programs for the academic year 2007-08: As required by Title II of the Higher Education Act*. Sacramento, CA: Commission on Teacher Credentialing;

2) Education Week. (2005). *Quality counts 2005: No small change* [Special Issue]. *Education Week*, 24(17). Bethesda, MD.

For evidence of positive results, see:

1) Mitchell, D.E., Scott-Hendrick, L., Parrish, T., Crowley, J., Karam, R., Boyns, D., Woods, L. (2007). *California beginning teacher support and assessment and intern alternative certification evaluation study: Technical report*. Riverside, CA: University of California, Riverside.

2) Reed, D., Rueben, K.S., & Barbour, E. (2006). *Retention of new teachers in California*. San Francisco, CA: Public Policy Institute of California.

3) Thompson, M., Goe, L., Paek, P., & Ponte, E. (2004). *Study of the impact of the California formative assessment and support system for teachers: Beginning teachers' engagement with BTSA/CFASST*. Princeton, NJ: Educational Testing Service.

¹⁸ EC 44500–44508.

¹⁹ Woodworth, K., Bland, J., Guha, R., Shields, P., Wechsler, M., Tiffany-Morales, J., & Tse, V. (2009). *The status of the teaching profession 2009: Full report*. Santa Cruz, CA: The Center for the Future of Teaching and Learning.

✓ The District Assistance and Intervention Team (DAIT) program, created in 2006.

State intervention programs have been guided by the nine Essential Program Components (detailed in Appendix A3i.I). With mixed success, external, state-supported teams have worked with schools and LEAs to help them implement these program components and focus efforts toward common student learning goals. RttT gives California the opportunity to sharpen its focus on more direct reform strategies and interventions.

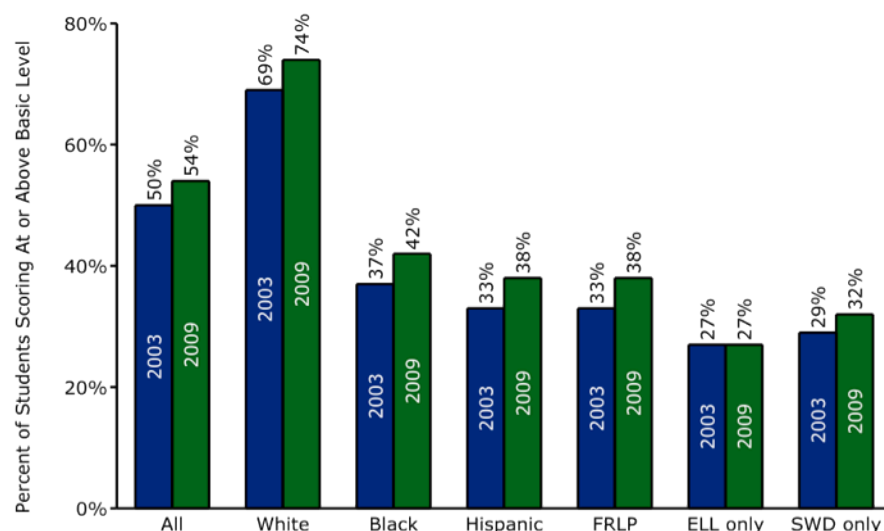
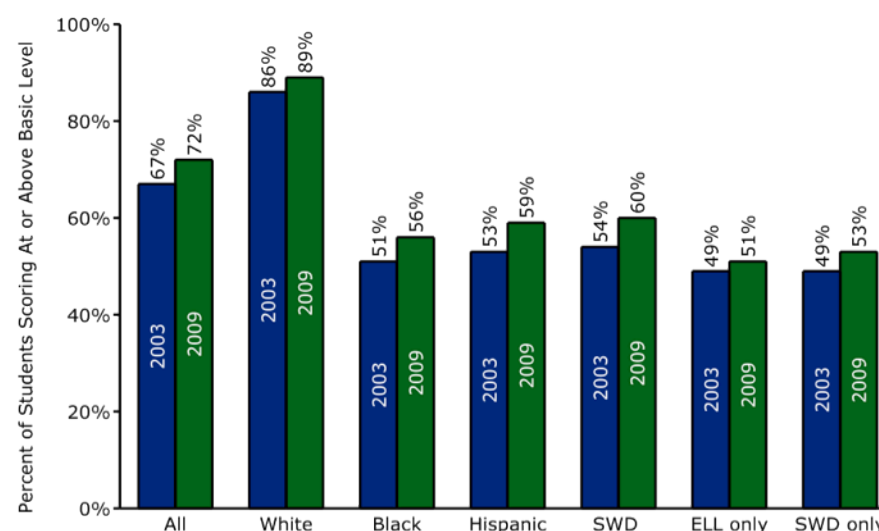
(A)(3)(ii) Improve student outcomes overall and by student subgroup

While direct causal links are impossible to make in the types of systemic reforms embraced by California for over a decade, the record of student performance gains on the California Standards Tests (CSTs) and the National Assessment of Educational Progress (NAEP) provides strong evidence of the success of this system. California's gains have occurred in a context in which the State's performance levels have been judged to be among the most rigorous in the nation. **California students have made consistent gains on state tests for English-Language Arts with slight narrowing of achievement gaps.** Appendix A3id.I shows the performance trend on the CSTs in English-Language Arts since 2003. Overall, the percentage of proficient students has risen by 15 percentage points, from 35 percent in 2003 to 50 percent in 2009. The Black–White and Hispanic/Latino–White achievement gaps have narrowed slightly over this time. Black students have gained 15 percentage points and Hispanic/Latino students have gained 16 percentage points, while White students have gained 14 percentage points. English Learners have gained 10 percentage points over this same period, as have students with disabilities. Economically disadvantaged students have gained 16 percentage points, slightly more than the overall growth.

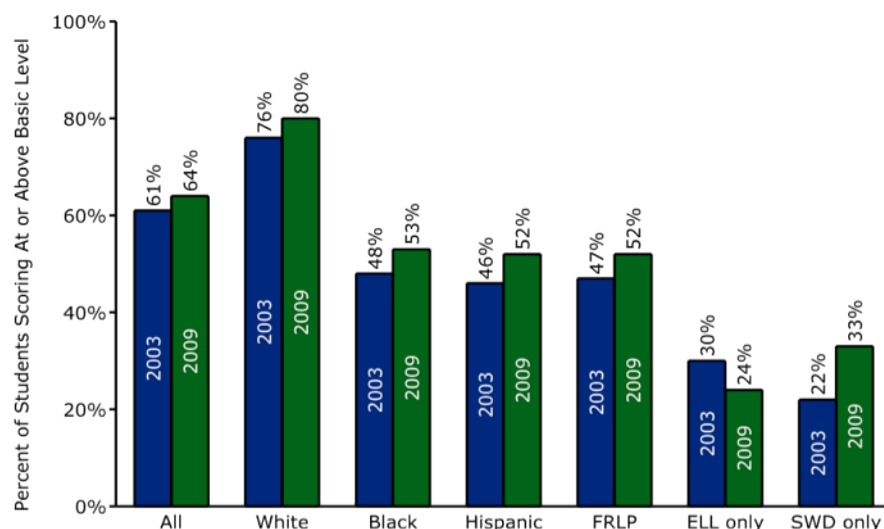
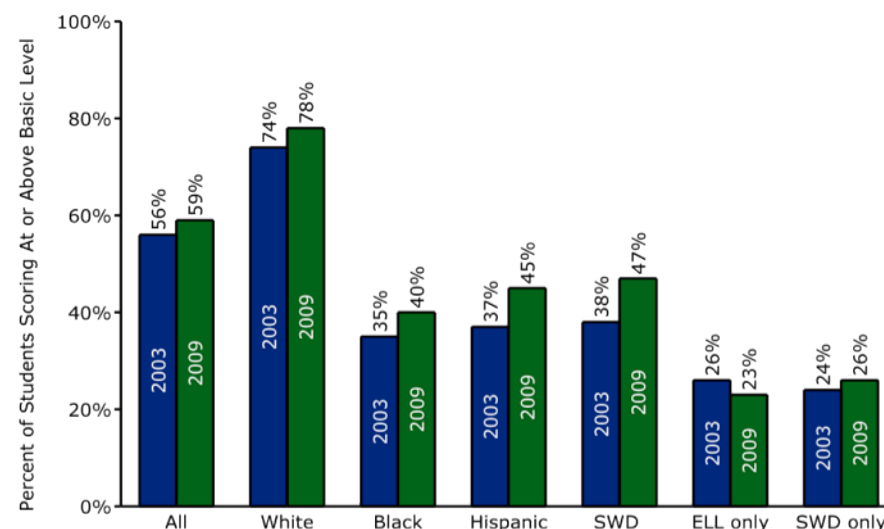
**(A)(3)(ii)(a) Increasing Student Achievement in Reading/Language Arts and Mathematics
NAEP:**

California's student achievement has improved steadily on both the 4th and 8th grade NAEP assessments since 2003. California's 4th grade NAEP performance in reading and in mathematics has improved across all students and all subgroups. (See Appendix A3iia.I for California NAEP and ESEA results since 2003.)

- ✓ *Grade 4 NAEP Reading:* The percentage of California students scoring at or above the Basic Achievement Level for Reading has increased from 50 percent in 2003 to 54 percent in 2009.
- White students improved from 69 percent in 2003 to 74 percent in 2009;
 - Black students improved from 37 percent in 2003 to 42 percent in 2009; and
 - Hispanic students improved from 33 percent in 2003 to 38 percent in 2009.
- ✓ *Grade 4 NAEP Mathematics:* The percentage of California students scoring at or above the Basic Achievement Level for mathematics has increased from 67 percent in 2003 to 72 percent in 2009.
- White students improved from 86 percent in 2003 to 89 percent in 2009;
 - Black students improved from 51 percent in 2003 to 56 percent in 2009; and
 - Hispanic students improved from 53 percent in 2003 to 59 percent in 2009.

Grade 4 NAEP Scores in Reading**Grade 4 NAEP Scores in Mathematics**

- ✓ *Grade 8 NAEP Reading:* The percentage of California students scoring at or above the Basic Achievement Level for Reading has increased from 61 percent in 2003 to 64 percent in 2009.
- White students improved from 76 percent in 2003 to 80 percent in 2009;
 - Black students improved from 48 percent in 2003 to 53 percent in 2009; and
 - Hispanic students improved from 46 percent in 2003 to 52 percent in 2009.
- ✓ *Grade 8 NAEP Mathematics:* The percentage of California students scoring at or above the Basic Achievement Level for mathematics has increased from 56 percent in 2003 to 59 percent in 2009.
- White students improved from 74 percent in 2003 to 78 percent in 2009;
 - Black students improved from 35 percent in 2003 to 40 percent in 2009; and
 - Hispanic students improved from 37 percent in 2003 to 45 percent in 2009.

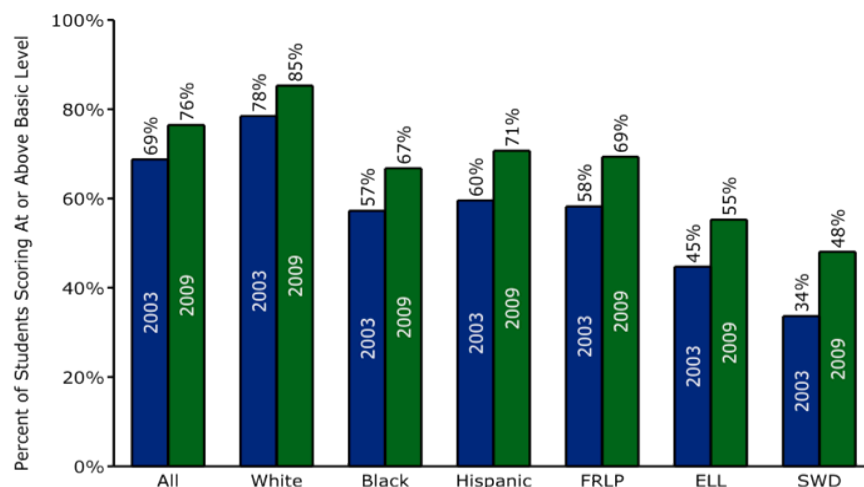
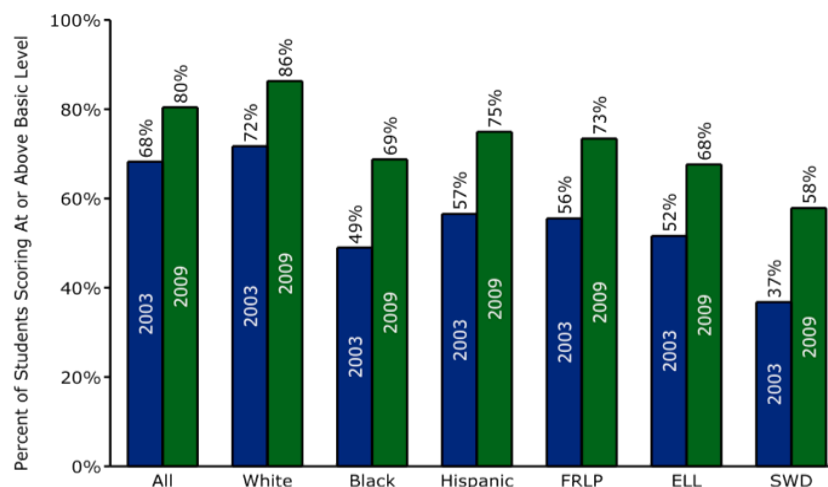
Grade 8 NAEP Scores in Reading**Grade 8 NAEP Scores in Mathematics**

CST: California’s student achievement, as measured by the California’s Standards Test (CST), has improved significantly since 2003. Moreover, these gains have been evaluated using California’s state assessments, which have been judged to be among the most rigorous in the nation. In a 2007 NCES study entitled “Mapping 2005 State Proficiency Standards onto the NAEP Scales,” California’s performance levels in reading and mathematics consistently placed them in the top ten states for rigor when compared with NAEP achievement levels.²⁰

California’s CST performance in English-Language Arts and in mathematics has improved across all students and all subgroups. (See Appendix A3id.I for additional subgroup detail.)

- ✓ *CST English-Language Arts, Grades 2-11:* The percent of California students scoring at or above basic has increased from 69 percent in 2003 to 76 percent in 2009.
 - White students improved from 78 percent in 2003 to 85 percent in 2009;
 - Black students improved from 57 percent in 2003 to 67 percent in 2009; and
 - Hispanic students improved from 60 percent in 2003 to 71 percent in 2009.
- ✓ *CST Mathematics, Grades 2-7:* The percent of California students scoring at or above basic has increased from 68 percent in 2003 to 80 percent in 2009.
 - White students improved from 72 percent in 2003 to 86 percent in 2009;
 - Black students improved from 49 percent in 2003 to 69 percent in 2009; and
 - Hispanic students improved from 57 percent in 2003 to 75 percent in 2009.

²⁰ National Center for Education Statistics. (2007). *Mapping 2005 state proficiency standards onto the NAEP scales (NCES 2007-482)*. Washington, DC: U.S. Department of Education.

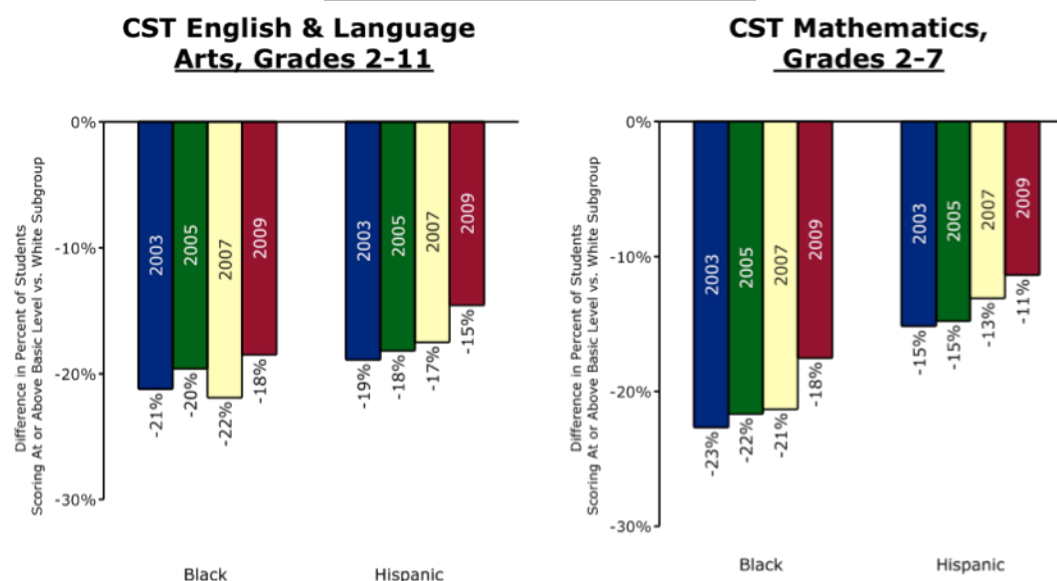
CST English & Language Arts, Grades 2-11**CST Mathematics, Grades 2-7**

(A)(3)(ii)(b) Decreasing achievement gaps between subgroups in English-Language Arts and mathematics, both on the NAEP and on the assessments required under the ESEA

According to a report on 2009 CST data released by Education Trust West, “more [California] students are demonstrating mastery of state standards than at any point since standards and assessments became fully aligned in 2003.”²¹ Although the state still faces significant challenges, California has demonstrated its commitment and ability to close achievement gaps between subgroups and will continue to pursue aggressive education reform through RttT.

²¹ The Education Trust-West. (2009). *Achievement in California 2009: Ed Trust—West Statement on 2009 STAR Data*. Oakland, CA. <http://www.edtrust.org/west/press-room/press-release/achievement-in-california-2009-ed-trust%E2%80%94west-statement-on-2009-star-da>

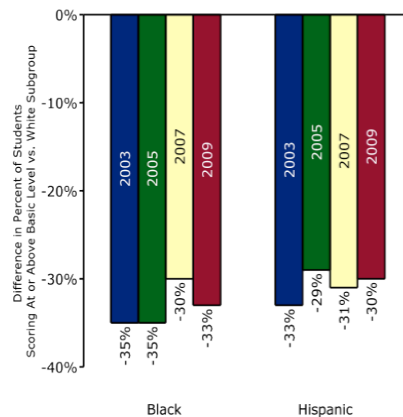
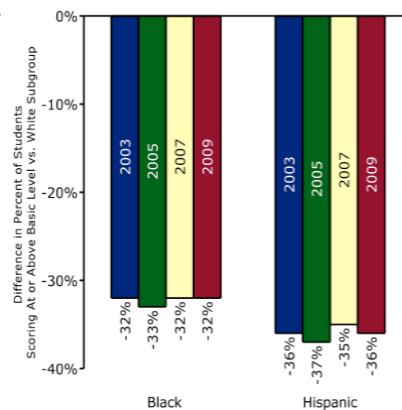
**CST Achievement Gaps in
English/Language Arts and
Mathematics, 2003-2009**



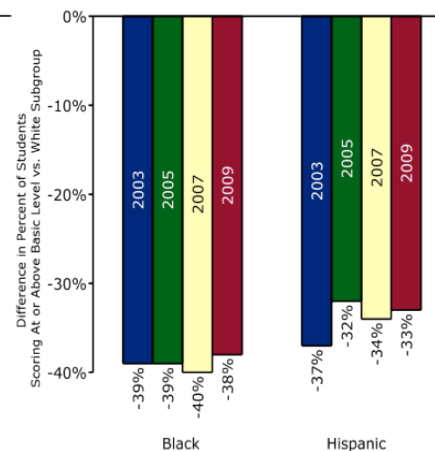
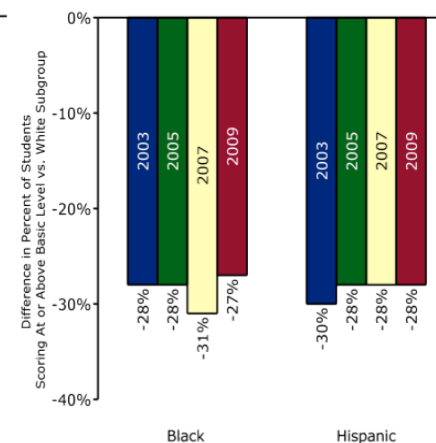
As measured by the 8th grade NAEP assessment, achievement gaps between hispanic and white students decreased by four percentage points in math and two percentage points in reading from 2003-2009. The achievement gap for black students also decreased by one percentage point for both subjects over the same time period.

The NAEP performance gaps between white and hispanic students, and white and black students on the 4th grade mathematics assessment decreased by three percentage points and two percentage points respectively, from 2003-2009. Performance gaps on the 4th grade reading NAEP assessment have remained unchanged between 2003 and 2009.

**Grade 4 NAEP Achievement Gap in
Mathematics and Reading, 2003-2009**

Grade 4 NAEP Math**Grade 4 NAEP Reading**

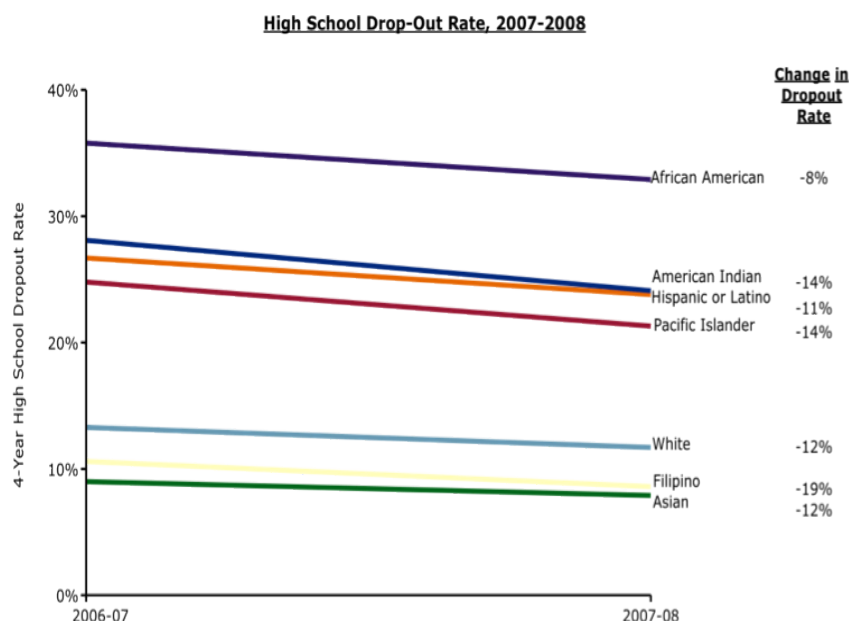
**Grade 8 NAEP Achievement Gap in
Mathematics and Reading, 2003-2009**

Grade 8 NAEP Math**Grade 8 NAEP Reading**

Results from the CST tell an even more encouraging story. Achievement gaps between Hispanic and White students decreased by four percentage points in both mathematics and English-Language Arts from 2003-2009. Similarly, the achievement gap for Black students decreased by five percentage points in mathematics and by three percentage points in English-Language Arts over the same time period.

(A)(3)(ii)(c) Increasing high school graduation rates

California statewide graduation rates have increased by 4.5 percentage points overall since 1994-95. Graduation rates have increased by 1.4 percentage points since 2006, when the California Department of Education's methodology changed to using student-level enrollment and exit data to calculate graduation rates. Additionally, in 2004-05, the California High School Exit Exam



(CAHSEE) became a requirement for graduation, which caused graduation rates to drop between 2004-05 and 2005-06.²² The primary purpose of CAHSEE is to significantly improve pupil achievement in public high schools, and to ensure that pupils who graduate from public high schools can demonstrate grade level competency in reading, writing, and mathematics. Since the CAHSEE requirement was instated in 2005, there have been marked efforts throughout the state aimed at helping students acquire the necessary skills needed to pass the exam. One of the most significant legislative changes came with Assembly Bill 347 in 2007, which ensures that eligible students would be offered the intensive instruction/services they need to pass the CAHSEE. AB 347 also allows students who did not pass the CAHSEE to receive intensive instruction for two consecutive

years, or until they pass the exam, whichever comes first. Extensive CAHSEE program resources are also available for parents and students through the CDE website.

At the same time that graduation rates have increased over the past four years, drop-out rates in California have been

²² Currently, graduation rates are calculated using aggregate rate formulas based on the number of ninth-graders enrolled four years prior to graduation. This rate understates the graduation rate because it includes repeat ninth graders. The "ninth grade to graduate rate" is calculated using two types of data, single point-in-time data (enrollment), and year-end cumulative data (high school graduates). When used at the state level, this calculation provides a reasonable statewide graduation rate estimate. Since four years of student-level data is needed to fully transition to a four-year cohort rate, the graduating class of 2010 will be the first year that CDE will have the four years of student-level data necessary to produce longitudinal graduation and dropout rates (which will be much more accurate). Source: California Department of Education

decreasing. African American, American Indian, Hispanic/Latino, and Pacific Islander drop-out rates have all decreased at a greater rate than the overall decrease in drop-outs. California's decreasing drop-out rates, especially among at-risk subgroups, demonstrate significant progress in improving high school performance and student achievement.²³

²³ Does not include subgroup of students who give no response for their ethnicity; Adjusted Grade 9-12 4-year Derived Dropout Rate calculated by: $(1 - ((1 - (\text{Reported or Adjusted Gr. 9 Dropouts} / \text{Gr. 9 Enrollment})) * (1 - (\text{Reported or Adjusted Gr. 10 Dropouts} / \text{Gr. 10 Enrollment})) * (1 - (\text{Reported or Adjusted Gr. 11 Dropouts} / \text{Gr. 11 Enrollment})) * (1 - (\text{Reported or Adjusted Gr. 12 Dropouts} / \text{Gr. 12 Enrollment})))) * 100$
Source: California Department of Education

Assurance (B) Standards and Assessments

The only man I know who behaves sensibly is my tailor; he takes my measurements anew each time he sees me. The rest go on with their old measurements and expect me to fit them.

—George Bernard Shaw

As described throughout this application, standards and related assessments are critical drivers for schools and LEAs in California. They are a foundation of our Theory of Change. They guide day-to-day instruction and serve as the foundation for teaching and learning. An essential element in achieving the vision of providing an excellent teacher for every classroom in California is the linkage of the Common Core State Standards (CCSS) for student assessment with the California Standards for the Teaching Profession (CSTP). As the MOU signed by the seven Leadership LEAs and the additional 295 LEAs clearly demonstrates, excellent student performance cannot occur without excellent teaching, and the Leadership and other partner LEAs that are driving the development and implementation of the RttT plan in California have made a strong commitment to incorporate the results of meaningful student assessment into the process of teacher evaluation (see Appendix A1i.I).

California is firmly committed to standards-based reform efforts, and, therefore, has welcomed the opportunity to collaborate with other states in developing and adopting a common core set of rigorous standards. This section discusses how the State intends to adopt a set of common core standards in English-Language Arts (ELA) and mathematics; develop assessments aligned with those standards; and transition to the new standards and assessments through a variety of curricular, professional development, and accountability supports.

The funds devoted to addressing Assurance B in California's RttT initiative are reflective of the key priorities in the area of Standards and Assessments. Of the \$47 million allocated to this area, the majority of funds will be focused on the creation of new assessments, and on providing professional development to assist with the transition to new standards. More specifically, funding for Assurance B includes the following:

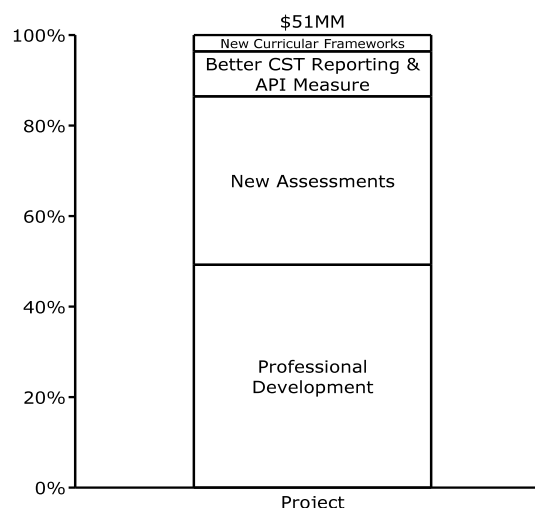
- ✓ **Curricular Frameworks:** Curricular Frameworks Commission (\$1.9 million)
- ✓ **Improved CST Reporting:** Vendor contract to improve timeliness and usefulness of CST reporting (\$5 million)
- ✓ **New Assessments:** Transition to new summative assessment (\$7 million);
Contract with vendor to review existing LEA assessment items (\$4 million);

Funds to build review capacity at select LEAs (\$4.8 million); Summer assessment item writing institute (\$1.2 million); and Statewide licenses for common reading passages (\$1.3 million)



Professional Development:

Release time for teachers within each LEA (\$17 million); Collaborative development of Professional Development Modules (\$1 million); and Train-the-trainer sessions at LEA level (\$0.4 million).



Each of these activities is described in detail in the pages that follow; please also see Appendix B.I for the standards and assessment workplan and timeline.

(B)(1) Developing and Adopting Common Standards

Our Foundation

California, a pioneer in the standards movement, has fully embraced rigorous expectations for all students. The State first developed English-Language Arts and mathematics standards in the late 1990s, convening an Academic Standards Commission that included a wide range of stakeholders and practitioners—content experts, teachers, administrators, parents, and representatives from business and higher education. The Commission was charged with the task of developing world-class standards for California students that would ultimately lead to solid preparation for college and the workforce.

A report by the Thomas Fordham Institute, “The State of State Standards 2006,” praises California standards for being some of the best in the nation across a range of subject matter areas. While the average state grade given by the Institute was a “C-minus,” California received “straight A’s” for its standards in English, Mathematics, Science, U.S. History, and World History. Of California’s English standards, the report says, “their balance and depth is

impressive.” It also notes: “the state has a top-notch blueprint for mathematical excellence.” In regard to U.S. History, the report says, “California’s standards are excellent and should serve as a model for other states.”²⁴

California has also been a national leader in linking school standards to postsecondary education and employment. When the first National Education Summit on High Schools was held in 2005, California was one of just three states that had aligned its high school standards in English and mathematics with postsecondary and workplace expectations. At that time, California was also one of only three states that administered assessments to high school students; results of those assessments were then used by postsecondary institutions to make decisions about their readiness for college.²⁵ Additionally, in 2005, California was the first state in the nation to adopt Career Technical Education (CTE) curriculum standards, followed two years later by curriculum frameworks. These standards specify learning goals in 58 career pathways organized around 15 industry sectors, while the frameworks provide a more detailed guide for implementing the standards, and for developing CTE pathways (i.e., coherent programs of study), individual courses, and assessments²⁶ (see Appendix S.II.).

Throughout the State’s participation in the development of common core standards, we were able to provide not only our foundation of rigorous standards, but also our experience working in multi-state, collaborative efforts on standards and assessment issues, such as the Council of Chief State School Officers’ State Collaborative on Assessment and Student Standards (SCASS) projects and the American Diploma Project (ADP). This strong foundation enables California to bring to the development process its substantive expertise in facilitating professional development and creating curricular materials and assessments.

Goal: Develop and adopt common core standards

Despite California’s progress in building a standards-aligned system, we recognize that our standards—as with all states—are state-specific, and, therefore, can be difficult to compare with those of other states. Working with other states in determining common standards and assessments will help to create transparent and consistent expectations across states, thereby

²⁴ Chester E. Finn et al. (2006). *The State of State Standards 2006*. Thomas Fordham Institute.

²⁵ Achieve-American Diploma Project. (2010). *2010 Closing the Expectations Gap: Fifth Annual 50-State Progress Report on the Alignment of High School Policies with the Demands of College and Career*.

²⁶ University of California, Office of the President. (2010). *The Facts: Career Technical Education*.

assisting students and parents in our increasingly mobile society. We believe that establishing common standards will improve our current standards through international benchmarking, streamlining, and sequencing. Common standards will also create opportunities to share and build upon instructional materials, formative assessments, and other supports aimed at meeting students' learning needs.

Strategies

Participate in a multi-state consortium to develop common standards in mathematics and English-Language Arts that build toward college and career readiness (B)(1)(i).

California became a committed participant in the development of common core standards in English-Language Arts and mathematics by submitting a Memorandum of Agreement (MOA) on May 28, 2009, with the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO). The MOA was signed by the Governor, the California State Board of Education (SBE) President, and the State Superintendent of Public Instruction (see Appendix B1.I). The MOA clearly stated an intention to adopt common core standards as long as they “meet or exceed our own.”²⁷ As active participants in the NGA/CCSSO Consortium (Consortium), the State’s efforts have focused on ensuring such rigor. The Chief Deputy Superintendent and the Secretary of Education of California, as well as several SBE members, have participated in national meetings to provide feedback and guidance on the development of new standards. In addition, representatives from California are serving on all three of the committees (Development Work Group, Validation Committee, and Feedback Group) established by the Consortium.

To date, 48 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands have committed to participate in this effort to develop college and career readiness standards and aligned common core standards in English-Language Arts and mathematics, using the Common Core Standards Initiative.²⁸

Adopt final sets of common core standards (B)(1)(ii).

California enacted legislation on January 7, 2010, authorizing the adoption process of

²⁷ Schwarzenegger, Mitchell, & O’Connell. (2009). *Letter submitting Memorandum of Agreement to the National Governors Association and the Council of Chief State School Officers.*

²⁸ National Governors Association. (2009). *Fifty-one states and territories join common core standards initiative.* Retrieved January 2, 2010 from <http://www.corestandards.org/>.

common core standards, with a goal of adoption by August 2, 2010. The State intends to submit evidence of adoption on or before that date.²⁹ The relevant education code that describes California's legal process for adopting state standards can be found in Appendix B1ii.I, and is described below.

The legislation establishes a new Academic Content Standards Commission to include 21 members appointed by the Governor and legislature, at least half of whom are classroom teachers.³⁰ The Commission is charged with revising the State's content standards in English-Language Arts and mathematics; it must also ensure that these standards are internationally benchmarked and build toward college and career readiness. The legislation also specifies that at least 85 percent of the State's standards must be composed of the common core standards. The Academic Standards Commission is charged with presenting its recommendations for new standards to the SBE for its action by July 15, 2010. The SBE will either adopt or reject these standards by August 2, 2010, and the State Superintendent will present to the Governor and Legislature a schedule and plan for integrating the new standards into the State's education system.

(B)(2) Developing and Implementing Common, High-Quality Assessments

Our Foundation

California's assessment system measures student performance against State standards, and provides critical information for guiding program improvement efforts. The central component of the assessment system is the Standardized Testing and Reporting (STAR) Program, created in 1997 to provide annual assessments of academic achievement in grades 2-11.³¹

The STAR Program includes four key components: the California Standards Tests (CSTs); the California Modified Assessment for students in grades 3-8 whose Individualized Education Programs (IEPs) call for an alternate CST format; the California Alternate Performance Assessment, designed to measure the academic gains of students with severe cognitive disabilities; and the Standards-based Tests in Spanish, designed for students who

²⁹ SBX5 1; EC 60605.8.

³⁰ SBX5 1, 60605.8.

³¹ EC 60600 et seq.

receive instruction in Spanish or were enrolled in schools in the United States for less than 12 months.

With the expected adoption of a set of common core standards, the State will benefit in multiple ways as it develops new assessments to appropriately measure these newly adopted standards. These new assessments will be more sensitive to measuring achievement growth each year, and will, therefore, support a new accountability model based on student growth. Additionally, new assessments offer an opportunity to strengthen existing measures of student performance by incorporating a variety of valid and reliable measures for determining student achievement in core academic areas.

Recognizing these benefits, the Legislature enacted provisions directing the State to incorporate the new common core standards into State assessments.³²

Goal: Develop and implement common high-quality assessments aligned to new English-Language Arts and mathematics standards

Strategy

Join a consortium to develop and implement aligned assessments (B)(2)(i).

California is keenly interested in working with a consortium of states to develop common assessments of the common core standards by applying for a grant under the Race to the Top (RttT) assessment consortium. Such a consortium will provide economies of scale in both development and implementation costs for new assessments, and will ultimately promote greater comparability across states. **As a result, California has committed to participation in a consortium through a non-binding MOU**, with the expectation that details will be further defined as assessment proposals are crafted. The State will ultimately commit to a consortium, provided it fits within our framework for aligning standards, assessments, related curriculum and instructional materials, professional development, and supports for schools. The consortium with which California has signed an MOU is described below (see Appendix B2.I for further description).

✓ ***Partnership for Assessment of Readiness for College and Career Consortium.***

To date, 26 states have committed to participate in this multi-state consortium to develop high-quality summative assessments. The goal is to create precise

³² SB X5 1: 60604.5.

measures of student growth that would also be appropriate to evaluate teacher and principal effectiveness. While the Partnership consortium does not plan to develop adaptive assessments, it is scheduled to move to computer-based testing by 2016. The consortium will develop model curriculum frameworks and course syllabi, as well as a bank of performance-tasks for classroom use.

(B)(3) Supporting the Transition to Enhanced Standards and High-Quality Assessments

Vision: To create a standards-aligned, data-driven educational approach statewide, founded upon internationally benchmarked standards, aligned curricula, and a high-quality assessment system that includes multiple formative assessment options.

Our Foundation

California has the infrastructure in place to transition to using new standards in a thoughtful way, through the development and adoption of standards-aligned curriculum frameworks and instructional materials, professional development, teaching standards, and assessments and accountability. California's standards, curriculum frameworks, and process for adopting instructional materials are nationally and internationally recognized for their excellence. As noted in Section B(1), the Fordham Institute has consistently given California's standards an "A." In addition, the curriculum frameworks for mathematics and English-Language Arts are being used in international schools in Asia and Europe with explicit permission from the California Department of Education. As for the instructional materials adoption process, California has been recognized by other states and publishers for ensuring rigorous content through a clearly articulated process. Lastly, the processes for framework development and instructional materials adoptions are expressed in State statutes and regulations that guarantee an open and transparent process, ensure public participation, and create confidence in the final result. Because California has these well-established processes in place, our state will be able to proceed in an orderly manner toward implementing the standards.

In order to ensure the achievement of our vision for a standards-aligned, data-driven educational approach, participating LEAs have agreed in the MOU to ensure the following:

- ✓ Common planning time will be allotted in all schools by grade level or subject area, enabling quality common assessment data analysis to inform instruction and academic interventions for students;

- ✓ Interim assessments will be used in core subjects in conjunction with summative assessments;
- ✓ All schools will administer formative assessments to students and use the data to inform classroom instruction and academic interventions;
- ✓ Professional development programs in all schools will focus on effective instruction, and will be linked to the use of formative assessment data linked to mastery of standards; and
- ✓ All schools will offer expanded options for rigorous STEM-related courses, including AP, IB, AICE, and dual enrollment, along with high school career and technical education programs.

Strategies

Strategy 1: Develop standards-aligned curriculum frameworks and adopt instructional materials

After adopting common core standards pursuant to the process outlined in SB X5 1 (Chapter 2, Statutes of 2010), the State will take a series of steps to transition to using the new standards and assessments in ways that maximize collaboration and input from local educators, while building understanding to support application of the new standards. This section outlines a six-year plan for fully implementing the new common core standards and related assessments. The full set of goals, activities, and timelines can be found in Appendix B.I. This timeframe reflects our experience in implementing standards over the past decade, and our deliberate approach to building new standards into the curriculum and into related materials, professional development, assessments, and other tools that support instruction. It also reflects the reality that LEAs build their budgets with the expectation that new textbooks and other instructional materials will be adopted on a rolling, multi-year timeframe.

Activity 1: Develop new curriculum frameworks tied to new standards

A key step in implementing new standards in classrooms involves building them into aligned curriculum frameworks. These frameworks provide clear instructional expectations and guidance for teachers and principals, and they describe the scope and sequence of the knowledge and skills that all students need to master at each grade level. In California, curriculum frameworks are revised periodically, incorporating any new standards in order to guide the

adoption of new instructional materials. Thus, upon adoption of the common core standards, the State will immediately launch a process to revise the mathematics framework, followed by the English-Language Arts (ELA) framework. Curriculum frameworks are ultimately approved by the State Board of Education (SBE), but they are developed with extensive field input.

CDE will conduct four focus groups of educators in different regions of the state and these findings will inform the development of the framework. The Curriculum Development and Supplemental Materials Commission (Curriculum Commission), composed of teachers, educators, and content experts, will be responsible for developing recommendations for updating frameworks and managing the framework-development process. This Commission will draw upon expertise from Curriculum Framework and Evaluation Criteria Committees (CFCCs) for mathematics and English-Language Arts. In fact, the Commission has already gathered nominations for a mathematics committee. The CFCCs will meet six times to develop revised curriculum frameworks.

CDE and the Curriculum Commission will solicit field review and input on the new frameworks through a formal 60-day comment process. In order to strengthen understanding and support for the standards from the field, the State will seek input from educators throughout California and from participating LEAs that have specifically committed to participate in this process in their signed Memorandum of Understanding (MOU). In addition, the State will conduct an online survey during the 60-day public review period. Following the public comment period, the Curriculum Commission will analyze field review results and revise the draft framework. The Curriculum Commission will act on the draft curriculum frameworks and criteria for evaluating K-8 instructional materials in January 2012, and for English-Language Arts (ELA) in January 2014 (see Table 3). Following a public comment period, the SBE will review the framework and evaluation criteria, and once these are adopted, it will begin the timeline for adoption of new instructional materials.

Table 3: Key Milestones in the Transition to New Standards		
New frameworks and materials adoption	Math	ELA
SBE adopts common core standards	August 2, 2010	August 2, 2010
SBE adopts framework and launches instructional materials adoption process	January 2012	January 2014
Launch professional development on new standards and frameworks	January 2012	January 2014
SBE adopts instructional materials	August 2014	August 2016

Table 3: Key Milestones in the Transition to New Standards

New frameworks and materials adoption	Math	ELA
Final print materials available for LEAs	December 2014	December 2016

Activity 2: Adopt Instructional Materials.

California also has a process for adopting K-8 instructional materials that is based upon the State's curriculum frameworks. First, the Curriculum Commission will recommend reviewers of potential materials to the SBE and will invite submissions of materials from publishers. After receiving training, reviewers will lead an independent review and develop panel reports on submitted materials. Following public comment and further deliberation, the Curriculum Commission will make recommendations for SBE actions regarding new instructional materials (in August 2014 for mathematics; August 2016 for ELA). Final print materials for mathematics will be ready for delivery to LEAs in December 2014; final print materials for ELA will be ready for delivery in December 2016. LEAs will have one year to test these supplementary materials before purchasing them.

California currently conducts a statewide review of digital instructional materials for grades 9-12 through the California Learning Resources Network (CLRN). Recently, CLRN reviewed digital textbooks submitted for standards-alignment review pursuant to a call by the SBE for free open source materials as part of California's Digital Textbook Initiative. The review, carried out by CLRN, is crucial to help inform LEAs' decisions about instructional materials; these standards-alignment reviews of digital textbooks and supplemental materials measure each against California's standards. Building on this existing process, the State will create a consortium of participating LEAs to conduct reviews of grade 9-12 mathematics and ELA instructional materials that are available electronically. Schools will supply teachers to serve as reviewers, and all activities will be conducted through a virtual network that will be supported by the California Learning Resources Network. The results will report publicly how well the materials align with the adopted standards.

Strategy 2: Develop and implement summative, interim, and formative assessments***Activity 1: Revise summative assessment system***

As described in Section (B)(2), California is actively working with other state partners to jointly develop a new assessment aligned with the common core standards. The intent is to have

a tested, valid, and reliable common assessment in place by 2014. In the absence of such a consortium, the State will incorporate assessment revisions into its assessment development process using current state and federal dollars.

Also, as part of its ongoing assessment policies focusing on technical excellence and academic rigor, the State will continue to invest funds (to the extent practicable) in studies related to new assessments, such as alignment studies that verify the relationship between tests and the standards, as well as studies of the effectiveness of testing modifications and accommodations being made available to students with disabilities and English Learners.

Activity 2: Build statewide online assessment item bank that LEAs can draw from to build interim and formative assessments

A key component of the strategy for strengthening the quality of formative interim assessments is the creation of a common assessment resource system. Housed in the California Education Data Portal, a common assessment resource will include an online item bank of valid and reliable assessment questions. LEAs will utilize the item bank to develop formative interim assessments, which will be tailored to the scope and sequence of the standards as they are taught during the school year in each LEA.

The online item bank will:

- ✓ Allow educators to select standards, create a test with multiple items for each standard, correctly format a test, and provide an answer key.
- ✓ Be available to school and LEA level staff to create formative interim assessments that meet the essential standards and pacing guides for their schools, grade levels, and courses.
- ✓ Interim items will be separated from formative items that are not open for use by the LEAs for the development of common formative assessments by teachers or schools.
- ✓ The results gathered for each standards-based question can be submitted to a centralized database for all participating LEAs as a function of the software provided by the vendor.
- ✓ Results will be archived to provide LEAs with information regarding the percentage of all students who selected the correct and incorrect answers. LEAs,

schools, and teachers will have a point of reference in reviewing their students' results. Individual, class, and school scores could be compared to composite results from this database. Further information could also be provided that would allow for a detailed distractor analysis.

- ✓ LEA, school, and classroom results for essential or key standards could be reported using multiple formats that draw on correlative demographic information, measure student progress on a set of standards during a school year, and enable comparisons to previous student results over time.

Specific sub-activities include the following:

- ✓ **Create an Assessment Item Bank Advisory Board.** An Assessment Bank Advisory Board, composed of LEAs and at least one non-LEA expert, will be responsible for establishing a process for the submission and review of new assessment items going into the bank. The board will also advise the Data Systems Steering Committee (described in Assurance C) on the design of the online bank, and it will aggregate feedback from educators about the performance of the online bank and how it can be improved. Nominations for the Assessment Bank Advisory Board will be made to the Race to the Top Executive Director; s/he will select its members, pending approval by the RttT Board of Directors.
- ✓ **Leverage the existing formative and interim test item banks in use at LEAs** to create the assessment bank of items for grades 2-10 in the four core subject areas. The Advisory Board will establish a process for selecting the initial set of LEAs who will receive funds to submit assessment items in the key subject areas, focusing on one subject area per year (math in Year 1, ELA in Year 2, science in Year 3, and history-social science in Year 4). LEAs will be chosen primarily based on the quality and quantity of existing items. Funds will be provided to enable vendors to review the quality of assessment items and their alignment with new standards.
- ✓ After the initial LEAs are established, additional LEAs who want to post to the system shall be vetted and approved by the advisory board, based on its capacity to review items. All LEAs that are approved to submit items will appoint a single point of contact who will be responsible for conducting a review of all items

submitted from that LEA.

- ✓ **Build capacity within LEAs to review assessment items.** Capacity grants will be set aside to build the capacity in a select group of LEAs for the review of assessment items. These reviewers, though sitting at the LEA level, will be responsible for the ultimate review of items coming into the assessment bank. The advisory board will receive applications for these grants and decide which LEAs will receive them.
- ✓ **Develop common assessment quality indicators.** Rather than expecting each district to adopt common interim assessments, the Advisory Board will adopt common assessment quality indicators to ensure that assessments of standards would be widely interpretable across districts. The information gathered across schools and districts from comparable assessments would allow for an “apples to apples” approach to measuring student status on the standards, while providing a common foundation for LEAs to create growth and teacher value-added calculations.
- ✓ **Provide training on assessment development.** Modules on assessment item development will be created by the Professional Development collaboratives described in Strategy 3. These modules will be delivered to LEAs via a train-the-trainer approach, enabling most trainings to be translated into modules that all LEAs in the state can access.
- ✓ **Work with Publishers to Develop a Reading Passage Bank and Interim Assessments.** CDE will also work with publishers to build interim assessments into the instructional materials adoption process. This will ensure that such tests are aligned with the curriculum being delivered, as well as with the annual State assessments. Such an approach is both effective and cost-saving. As one of the largest textbook-adoption states, California’s approach is likely to impact schools across the nation as they adopt instructional materials that include embedded interim assessments. In addition, the CDE will work with publishers of existing state-adopted instructional materials to obtain (or purchase where necessary) licenses for common reading passages and assessment items for works cited in the common core English-Language Arts standards, as the basis for shared interim

common assessments for participating LEAs. In 2014, the evaluation criteria for adopting K-8 ELA instructional materials will require publishers to participate in a common interim assessment system by supplying prompts and other assessment items that adhere to fair use and copyright rules.

The design of the online assessment bank, housed on the California Education Data Portal (CEDP) described in Assurance C, will allow for continued expansion and improvement through the contribution of resources, quality review, and a user-rating system that will identify any resources that are not useful. The CEDP will also house searchable and interactive standards and model lesson plans, as well as LEA and state educational data.

Another opportunity for the implementation of innovative assessment strategies is described in the i3 Development Grant proposal recently submitted by the Carnegie Foundation's Consortium for Assessment-Guided Learning, Teaching, and Professional Development in Mathematics (see Appendix B3.I). This project proposes to iteratively evaluate and enhance an innovative Web-based method designed to transform conventional assessment items into timely, formative educational resources attuned to the learning progression of individual students. Should this proposal be awarded funding, it will provide another high-quality source of formative assessment items for mathematics.

Strategy 3: Offer professional development on new standards, curriculum frameworks, and assessments

In order to impact student learning throughout California, the State's goal is for every educator in all participating LEAs to have a clear understanding of the new standards, curriculum frameworks, and assessments; they will also have the ability to translate this understanding into effective classroom practice. In order to implement this vision, the State will engage and support its leading LEAs to collaborate in the development and delivery of these new professional development modules.

Specific training modules will be designed by a Professional Development Collaborative, which will be composed of expert representatives from participating LEAs. Using a parallel process, development of the training modules will begin at the same time the curriculum frameworks are being revised and approved, so that training modules will be made available immediately upon adoption of the new frameworks. The first modules to be completed will likely be in the areas of:

- ✓ Understanding the commonalities and differences in the new curriculum

frameworks;

- ✓ Assessments connected to the frameworks;
- ✓ New grade-appropriate instructional materials; and
- ✓ Effective instructional strategies.

In order to provide consistency of educational objectives across the state, each module will include a focus on English Language Learners and a focus on incorporating STEM, while still allowing for individualization by the LEA.

A train-the-trainers structure will be used to implement and scale these trainings statewide. Not only is this a more efficient approach, it will also allow LEA trainers to have more flexibility to tailor trainings to the unique context of each LEA. Though only participating LEAs will receive direct trainings through the train-the-trainer model, the State will house these modules on the California Education Data Portal so that materials are accessible by all California LEAs.

The CEDP will make use of a variety of media, including online interactive training, streaming audio-video, and telepresence, to provide real-time learning opportunities for teachers, administrators, and staff. The site will include a “best practice” tool that houses professional learning modules and opportunities, providing teachers, school leaders, and school support staff with a resource for real-time learning. Built on a platform of common learning for all, the professional learning modules will be scaffolded to provide support for staff at all stages of professional learning –from learning the pre-requisites for effective teaching, to acquiring the needed skills and knowledge for high performance, and, finally, for enrichment, leadership, and advancement.

To ensure this targeted professional learning reaches a broad subset of teachers and leaders, each LEA will identify a liaison who will be responsible for registering the LEA’s calendar of dates on which professional learning will occur. An on-line registration system will be maintained and monitored at the State level, capturing information on each training participant by module. At the end of each training module, participants will be asked to complete an online feedback form. The information collected will be used to refine current modules and assist in identifying other possible modules to be developed.

In order to guide the professional development strategy of California’s RttT effort, the RttT Executive Director will appoint a Professional Development Advisory Board, subject to the

approval of the Board of Directors. The Professional Development Advisory Board will be responsible for identifying which modules will need to be created, selecting members of each of the Professional Development Module collaboratives, and providing quality control on the content that is created by each of the collaboratives.

Strategy 4: Revise accountability system to reflect new standards and assessments

As noted in Section (A)(3) and in Appendix A1iiib.I, California's State accountability system is based upon an Academic Performance Index (API) that measures school gains in student achievement by combining several measures. As part of California's RttT effort, the Legislature has directed the Public School Accountability Advisory Committee to study different approaches to increasing the emphasis on science and mathematics, as well as on measures of postsecondary and career readiness in calculating the API.³³ The legislation further authorizes the development of a student-growth accountability model, which is described in Section (D)(2).³⁴

In the short-term, after adopting a student-growth accountability model, the State intends to seek a waiver that would allow it to replace adequate yearly progress (AYP) as an accountability measure in RttT with new State measures that not only work towards the same goal of getting all students to proficient levels, but also reflect the growth of individual students year to year. (See Appendix B.I for an overview of the goals, activities, and timelines for transitioning to new standards and assessments.)

Strategy 5: Improve the timeliness, relevancy, and usefulness of the CST results provided to LEAs through a contract with a vendor established by the CDE

The Leadership LEAs have expressed a need for more timely and useful summative assessment information from the State, as part of a broader effort to effectively measure student performance. This information can serve as an important resource as educators move toward more collaborative, data-driven teaching strategies. In order to implement this strategy, the State will contract with a vendor to develop new ways of delivering CST results to local LEAs.

In its current role, the State has provided student achievement data as a means for accountability, while also responding to public questions regarding student achievement data via

³³ EC 52052.5(c).

³⁴ EC52052.5(d).

email, online resources, and phone contact. As we move toward a vision of a more collaborative educational culture in California, the State will increasingly become a partner in improving achievement for all students. With this goal in mind, the State will work closely with LEAs to identify and implement new approaches for reporting CST results in ways that are most helpful for informing LEA improvement strategies. Educators will be able to employ this information in combination with the online data bank of interim and formative assessments, as they seek to refine their teaching and develop interventions to meet the needs of all students.

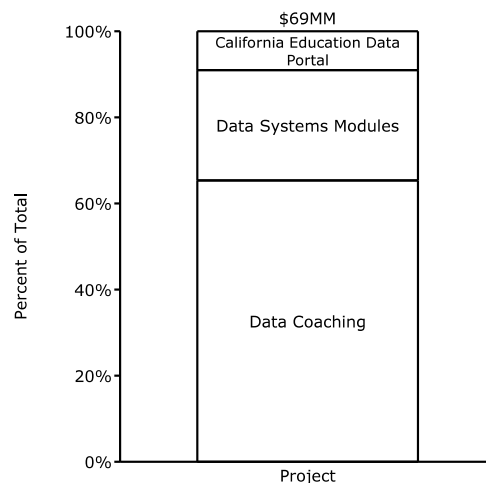
Assurance (C) Data Systems to Support Instruction

"What gets measured gets done, what gets measured and fed back gets done well, what gets rewarded gets repeated." - John E. Jones

Essential to California's reform plan is the development of data systems that deliver valid information to support the work of policy makers, school and LEA leaders, and teachers. Data systems are a key component of the focused accountability Systems called for in the Theory of Change. Parents, community members, and educational researchers are also essential consumers of information, and require access to student achievement and school culture data. In this section, we describe: a) our approach to fully implementing a statewide longitudinal data system; b) essential features of our plan to make data accessible to multiple stakeholders; and c) how these data systems will be used to empower decision makers by providing both critical information and effective practices and resources to accelerate student achievement.

The activities described herein are made possible by California's historical investment in a state-of-the-art, high-speed, large bandwidth telecommunications network that currently connects roughly 82% of the state's K-12 schools, LEA offices, County Offices of Education, and higher education institutions to each other and to the world at-large. With this infrastructure firmly in place, California is poised to set a leading example for using online resources and tools to support K-20 collaboration, data sharing, and joint work surrounding college and career preparation. RttT funding will make it possible to finish connections to the remaining K-12 schools and to expand the data-driven instructional improvement model to all 58 counties over the next four years.

Funding allocated for this section, as described in the Assurance C Budget, focuses primarily on portal development and professional development. Funds will support the completion of the statewide longitudinal database and the portal that makes that data useful to all stakeholders, including data dashboards, assessment tools, and best practice resources linked to data. Professional



development will ensure that key stakeholders – especially teachers and school leaders – are empowered to use and share the data that they will be able to access. For further detail on the data systems activities, please also see the workplan and timeline provided in Appendix C.I.

(C)(1) Fully implementing a statewide longitudinal data system

California has made major progress in implementing a statewide longitudinal data system that fully responds to California’s needs, and to recommendations from several reports conducted by the State as well as independent agencies. The State is currently collecting data for the first full year of implementation of the California Longitudinal Pupil Achievement Data System (CALPADS), a statewide longitudinal system that tracks individual K-12 students and eventually links students from PreK-20. Additionally, the California Longitudinal Teacher Integrated Data Education System (CALTIDES), which coordinates teacher authorization and teacher preparation data, will launch in 2012-13.

Recent State legislation strengthened the viability of the CALPADS and CALTIDES platforms. For example, CALPADS will work towards linking its longitudinal tracking capability to information about workforce preparation, as well as incorporating a postsecondary focus. Additionally, California recently removed barriers to linking student and teacher data for the purposes of tying teacher performance to student growth. (See Appendix C1.I for more information on SB 19 (2009) and SBX 5(2010).) California will meet 11 of the 12 America COMPETES Act elements by complementing CALPADS and CALTIDES with the California Partnership for Achieving Student Success program (Cal-PASS). Cal-PASS is a voluntary data-sharing network for California’s schools, colleges, and universities; it currently contains more than 330 million records from 25 million students whose status and performance can be tracked between sectors and over six years and longer. All Leadership LEAs participating in this application are members of the Cal-PASS system. Appendix C1.II displays each element and how the current system complies. California expects to meet all 12 elements of the America COMPETES Act by 2012.

(C)(2) Accessing and Using State Data

In order to improve access to and use of California’s statewide data system, this application proposes the development of California’s data portal which will offer dashboards, reports, tables, graphs, and datasets designed for use by students, parents, teachers, school

leaders, LEA leaders, governing agencies, community members, policy makers, and educational researchers. Four strategies will ensure that this system meets the needs of all stakeholders and becomes widely accessible:

- ✓ Develop a data governance structure which monitors data quality, ownership, business processes, accountability for quality, and processes for data access;
- ✓ Ensure that the data elements in the statewide longitudinal system reflect the needs of stakeholders;
- ✓ Ensure that the State's data system is fully accessible to the community, researchers, and LEAs; and
- ✓ Use accountability targets to develop a comprehensive data dashboard with multiple stakeholder views in order to provide a comprehensive perspective on student achievement and identify potential areas for stakeholder engagement.

To oversee the implementation of these strategies, the RtT Implementation Team will establish a data governance team, the Data Systems Steering Committee (DSSC). The nine members of the DSSC will include experts on data systems, instruction, assessment, and e-learning representing Leadership LEAs, CDE, and other stakeholders. This group will feature strong representation from practitioners to ensure that data-oriented instructional leaders have direct influence on the development of data tools.

A complete data and information system relies on quality data. Providing professional development for data system users ensures that information is both input correctly and used effectively. Accordingly, the DSSC will oversee professional learning activities—including the development of the statewide data coach trainer program (described in Strategy C(3)1), the best practices resource tool (described in Strategy C(3)3), and other elements of using data to improve instruction.

Strategy C (2) 1: Develop a data governance structure which monitors data quality, ownership, business processes, accountability for quality, personas for users, and processes for data access

The DSSC will oversee the development of a data governance structure that ensures process integrity, data access, data quality, and data structure for participating LEAs. In order to ensure the integrity of the statewide data system during its development and throughout future revisions, the DSSC will:

- ✓ Develop and maintain common file formats, timelines for submission and postings, alignment of LEA and statewide dashboards, privacy requirements (including FERPA), and other processes related to the management of the data;
- ✓ Provide specific guidelines for a process that ensures data quality and conduct periodic data quality reviews; and
- ✓ Recommend expansion or modification of the state longitudinal data system, as needed, in order to meet LEA needs and ensure alignment with statewide and LEA dashboards.

Each participating LEA will designate a responsible individual or team to participate in a data quality control certification program provided by the DSSC. Within LEA and State offices and with statewide data partners, the provision of the appropriate access to data is key to supporting the proper use of data and protecting it from unauthorized users. The DSSC will develop and monitor appropriate access levels for students, parents, educators, individuals in the public arena, and educational researchers. Recent legislation establishes a State-level institutional review board (IRB), which will work in concert with the DSSC to consider requests for access to student level data for research purposes; LEAs will receive guidelines for establishing local IRBs as well.

Strategy C (2) 2: Ensure that the data elements in the statewide longitudinal system reflect the needs of stakeholders

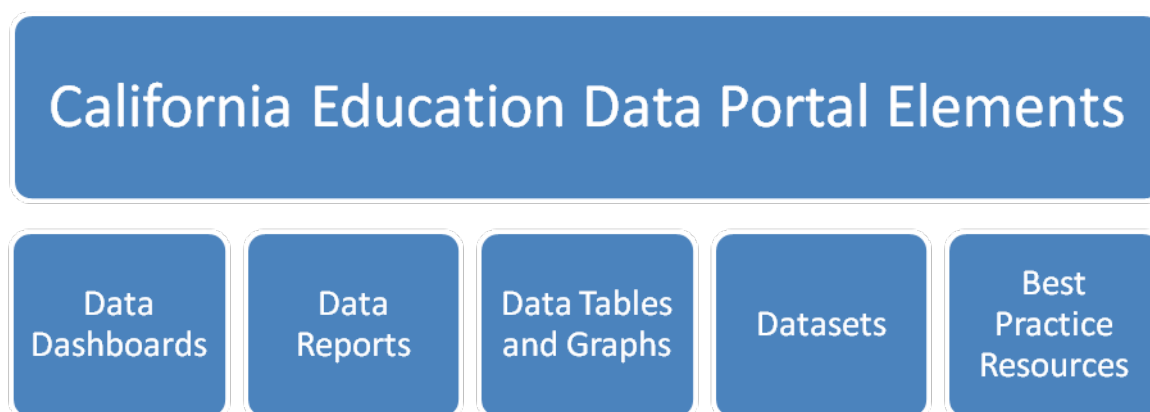
The data elements in the State's longitudinal data system will reflect the needs of stakeholders because key stakeholders from several perspectives (LEAs, CDE, and others) will engage in the development process. Full implementation of CALPADS (for student data) and CALTIDES (for teacher data) will expand the data elements to fill a number of Pre-K and postsecondary data gaps. The system will be further complemented by the existing LEA data systems being shared through Cal-PASS. RttT funds will enable California to finalize its comprehensive, longitudinal, statewide PreK-20 data system by 2013 and have been incorporated into the Assurance C budget.

California will also use RttT funds to supplement the longitudinal data system with elements from participating LEAs that are useful to practitioners and researchers. LEAs will propose additional elements for inclusion in the longitudinal system, and DSSC members will create a selection process which ensures that new data elements meet stakeholder needs. Data

elements already identified for collection include, but are not limited to: student and teacher absences, career technical education (CTE) and multiple pathways information, University of California college preparatory requirements (“A to G requirements”), “on track” status for graduation for 9th-12th graders, students with at least 1 grade of D or F in a reporting period, and/or student ACT/SAT scores.

Strategy C (2) 3: Ensure that the State’s data system is fully accessible to the community, researchers, and LEAs

The DSSC will work alongside other state and LEA experts who have experience designing successful data management systems to create a single data portal, the California Education Data Portal, which will be fully developed by 2013 and hosted by CDE. This portal will clearly present adopted data dashboards, data reports, data tables/graphs, downloadable datasets, and best practice resource tools in one central location for ease of use. Reports, tables/graphs, and datasets are already available on the CDE website. RttT funds will be used to develop the additional portal components as described in the strategies below (see C(2)4 through C(3)4).



To ensure that the California Education Data Portal serves the needs of all users, the DSSC will assess the information needs and interests of participating LEAs, as well as other relevant stakeholders. California will move away from the more traditional “data request-data report” relationship with LEAs to one where LEAs view themselves as true partners with mutual interest in acquiring and utilizing top-quality data.

The California Education Data Portal will contain data reports; individual snapshots of schools, LEAs, and counties; tables presenting comparative data, (e.g., comparing all schools or

LEAs in a given county or region in a single location); and downloadable files that can be independently analyzed. By providing real-time access, the portal will allow accurate, useful, and timely applications of relevant data, especially for direct support of instruction in the classroom. Users will have access to multiple layers of review, tailored to their informational needs, facilitating evaluation of performance at the State, LEA, school, and classroom levels, including comparisons district-to-district, as well as school-to-school and classroom-to-classroom across districts.

Strategy C (2) 4: Use accountability targets to develop a comprehensive data dashboard with multiple stakeholder views (parent/community member, teacher, school leader, State leader)

Using the work of select Leadership LEAs as a model (see Appendix C2.II), the State will develop a comprehensive data dashboard containing information about effectiveness in student achievement, policy, instruction, operations, management, and resource allocation. The dashboard will facilitate long-term growth in student achievement by promoting inquiry into effectiveness, while also providing simple tools for accountability at all levels. All dashboard elements will include targets, providing a platform for stakeholders to be informed, make decisions about status and progress, and evaluate the effectiveness of instructional efforts. Having the ability to compare state, LEA, school, and classroom data against benchmarks will enable California to become a leader in the national accountability conversation.

As posted in the California Education Data Portal, the dashboard will provide information to the public, policy makers, and community leaders about the state's status in the areas listed above, providing a current snapshot of statewide performance. Each participating LEA will replicate the dashboard infrastructure and feed data to the statewide system. State-level postings showing LEA performance will provide comparative information about LEAs' status and trends over time in order to accelerate student achievement, both in terms of closing the achievement gap and lifting all students.

Dashboards will also include views of school and classroom status. School and classroom-level dashboard elements will include interim and formative assessment results to be used as a catalyst for driving instructional improvement. Because the classroom provides is the most important unit of measure for success, breaking data down at this level is critical to ensuring that all students are achieving.

While each LEA's dashboard will be customizable in content and format, a set of common dashboard elements will form the foundation of the dashboard posting for each participating LEA. The common California dashboard elements are further detailed in Appendix C2.II.

LEAs will establish district and school-level continuous improvement processes which will use the dashboards to monitor progress in student outcomes and make data-informed decisions about improving the effectiveness of system, school, and staff-level support. The dashboards will allow educators to engage in an instructional improvement process that, as one Superintendent describes it, "ranges from the boardroom to the classroom."

(C)(3) Using data to improve instruction

Using the resources proposed in this application, students, teachers, and school and LEA leaders will engage in instructional improvement by using data systems and processes to plan, implement, assess, analyze, and reflect on student success. To ensure that data is fully utilized to improve instruction, we will implement five strategies:

1. Provide professional learning through data coaches, a centralized training and support system, and professional learning communities to enhance the use of data to drive instructional improvement;
2. Develop a common system for interim assessments linked to the content standards, and reported in State and LEA dashboards and information systems;
3. Integrate a best practices resource area into the portal that connects outcome findings to instructional resources, materials, and best practice strategies;
4. Incorporate school dashboards into the school's data analysis efforts for the Single Plan for Student Achievement; and
5. Use data systems to coordinate and individualize instruction for each student through e-portfolios that demonstrate student achievement and academic interventions that target individual needs.

By preparing stakeholders to use data effectively, and by following best practices and assessment results to improve the statewide and school district data portals, California will accelerate the effort to monitor and improve student achievement.

Our plan centers on leveraging the state's existing data and then incorporating the unique

attributes of each LEA, recognizing that each LEA operates in a unique context, and that differentiated instruction requires the ability to customize data to the local setting. This involves establishing a benchmark data source and then effectively building data management competency at each level to ensure overall alignment. The goal is to create a statewide data-oriented culture which enables all stakeholders to see evidence of every student's performance. Bringing this work to scale across California's LEAs is very doable and manageable. Ultimately, while this system will be used to establish an accountability framework, it will also be used to directly support increased student achievement.

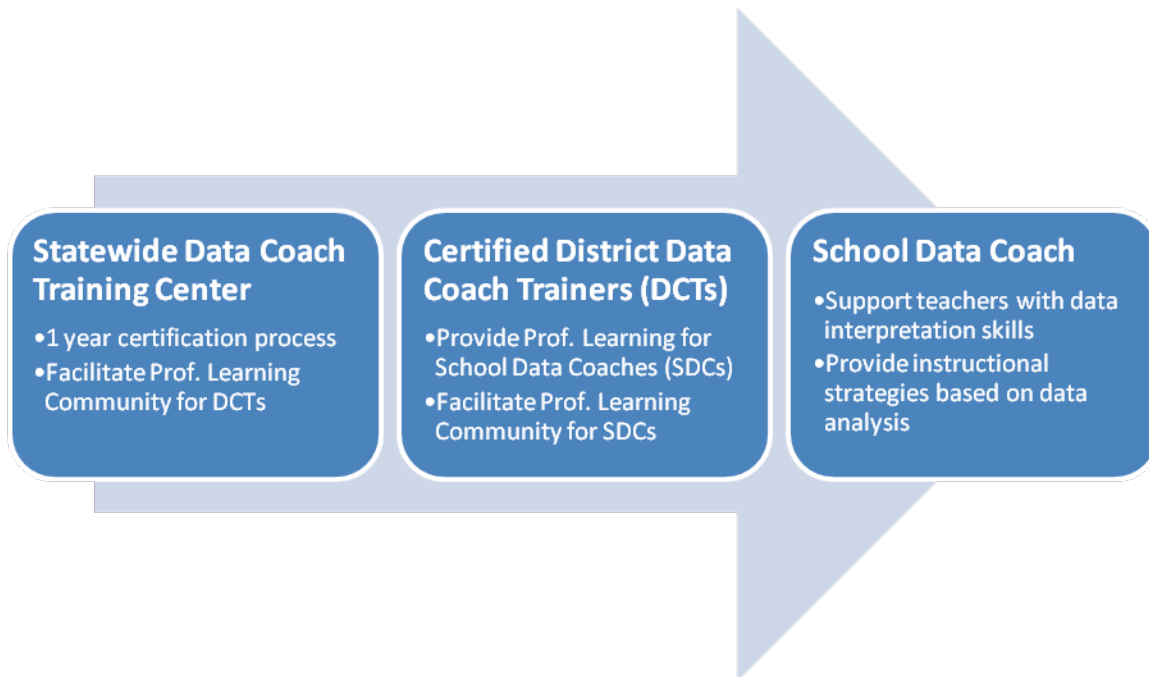
Strategy C (3) 1: Provide professional learning through data coaches, a centralized training and support system, and professional learning communities to enhance the use of data to drive instructional improvement

Through this application, all participating LEAs are placing a priority on making schools more conscious of collecting and analyzing data to inform all planning which is aimed at improving student learning. The collection and analysis of data in education provides great benefits, but it also requires a cultural shift in thinking and practice in many schools and among many teachers.

California will enact this cultural shift using two primary vehicles: a) data coaches at the LEA and school levels; and b) professional learning communities (PLCs). Together, these support structures will prepare staff with the skills needed to drive instruction with data. Each LEA will designate a district-level trainer who will participate in a one-year train-the-trainers process provided by the DSSC. The district-level trainer will then train a school data coach for each of the district's designated schools – starting with turnaround schools and then rolling out district-wide. School data coaches will work with the PLCs for each grade level or subject area described in Section D, and will provide ongoing technical support on data use for teachers. This technical support, aimed at improving instruction, will address basic concepts, such as the accurate entering of data into reporting systems, as well as more advanced uses of data. The use of data coaches will accelerate professional growth for teachers through training and ongoing support. With support from coaches and facilitated PLCs, individual teachers will develop analysis skills and have opportunities to share understandings that will accelerate student achievement.

The DSSC will oversee development of the training program and ensure that data

systems support data coaching efforts. An implementation team comprised of practitioners from LEAs and the CDE will support the development and launch of professional learning efforts in project years 1 through 3.



Activity 1: Establish a Centralized Training and Support System for Data Coach Trainers.

The DSSC will establish a Statewide Data Coach Training Center, which will use a train-the-trainers model to provide training and certification to district designees who will act as data coach trainers (DCTs). This intensive training process will ensure that DCTs have appropriate facilitation skills, understand various data elements, and are well-versed in assessment terminology, interpreting data, and in using implementation and outcome data at a granular level to accelerate instructional improvement. Each DCT will participate in a state-level professional learning community (DCT state-wide PLC), facilitated by the central provider, to access the most current resources and to continue professional growth. The DCT will then be certified to train teachers and administrators to become school data coaches.

The DCT statewide PLC will provide a setting for open, consistent, ongoing dialogue among the DCTs as they are being trained and afterwards. In addition to enabling peer support, the DCT statewide PLC will be used by the central training provider to offer continued support and professional development in areas like coaching on the use of data, developing implementation guides, and conducting data conversations.

The Statewide Data Coach Training Center will open in 2010-11. DCTs will be hired in

2011-2012 as California Education Data Portal tools become available. DCTs will then be deployed to schools to train School Data Coaches to launch school PLCs in the same year.

Activity 2: Train school data coach to increase data fluency

The School Data Coach (SDC) will be the conduit of best practices, championing the use of data to accelerate student achievement. SDCs will provide critical guidance and structures to:

- ✓ Develop a systematized approach to reviewing both implementation and outcome data;
- ✓ Conduct school-wide data analysis;
- ✓ Build/implement a range of comprehensive assessment tools that seamlessly match with curriculum and instruction;
- ✓ Conduct grade level/content area planning with teachers;
- ✓ Train staff on the use of data tools, rubrics and assessments;
- ✓ Create reports that directly relate to the improvement of instruction;
- ✓ Facilitate staff in the selection and analysis of Balanced Score Card (BSC) measures, as well as ensuring that growth is measured and understood by all stakeholders; and
- ✓ Facilitate the PLC structure at the school.

Like the district-level coaches who train them and the teachers whom they support, SDCs will participate in a Professional Learning Community designed to support their collaboration.

The State and LEAs will: 1) monitor the effectiveness of both district- and school-level coaches; 2) foster improved instructional practices tied to student achievement metrics; and 3) collect and share best practices involving the use of data in instruction.

Activity 3: Facilitate School-based Professional Learning Communities (School PLCs)

PLCs have been identified as a promising strategy for sustained, substantive school improvement by a large number of educational organizations and educational researchers (NRC, 2007). In order to support the strategy with reliable information, PLCs will focus their work on four questions:

1. What do we want students to learn?
2. How will we know if they have learned?
3. What will we do if they don't learn?
4. What will we do once the students master the targeted standard?

Teaching priorities should be developed through a collaborative process driven by data (Reeves, 2002). School-based PLCs will prioritize the list of standards by analyzing California Standards Test (CST) release items (items released to LEAs by the State as examples of test format and content) and CST Blueprints, which identify how many items for each standard will be present on the assessment. Additionally, school PLCs – with support from trained data coaches – will use state and district assessment data to determine which standards need additional time for review, based on student achievement. Effective teachers will assess progress by providing students with opportunities to demonstrate their understanding; the teachers will then use the information gathered in deciding to move on, slow down, re-teach, or break students into groups for independent practice or small group instruction. PLCs will provide a setting for reflecting upon this assessment process in the context of the whole school and with support from expert data coaches. For more information about PLCs as part of overall professional development for teachers, see Appendix D5i.II and D5i.III.

Strategy C (3) 2: Build Statewide Online Assessment Item Bank that LEAs can draw from to build interim and formative assessments

In order to support the use of consistent, high-quality interim and formative assessments, the California Education Data Portal will contain a common assessment resource including an item bank of valid and reliable assessment questions. The development of this resource is fully described in Strategy B(2)2 above. The DSSC will oversee the design and development of this system and link the Item Bank with other components of the portal.

Strategy C (3) 3: Integrate a best practices resource area into the portal that connects outcome findings to instructional resources, materials, and best practice strategies.

The RttT Implementation Team will link student achievement to instructional practice by compiling best practice information in the California Education Data Portal. The best practices resource in the data portal will include established curriculum frameworks, professional learning modules, examples of best practices certified with evidence of linked student achievement, interim and formative assessment resources, and turnaround school best practices. Local versions of the portal will extend the resources available from and for schools and teachers.

The differentiated roles of the State and LEAs in contributing to this best practices resource will be based upon the principle of “defined autonomy.” A meta-analysis of effective

superintendent leadership found that when the State defines non-negotiable standards and goals for learning in order to increase coherence and alignment, and the district has the autonomy to differentiate and contextualize standards to ensure that it meets State goals, there is a positive correlation with student achievement (Marzano and Waters, 2006).

The best practices resource will build upon existing data systems resources, such as California’s Brokers of Expertise (BOE) project (<http://www.boepilot.org/>). BOE serves as a place for teachers to share content. By making these resources available to leaders around the state—and to LEAs, classrooms, and other outside agencies —BOE will be able to leverage the diversity of talent and expertise from across California. BOE has identified the following goals: 1) improve teaching and learning by providing workable strategies for individual students and classes that have unique needs and challenges; 2) expand the CDE from a compliance organization to a dynamic network, providing tools and communities that enable educators to improve teaching and learning across the state; 3) develop a model that is replicable throughout the country, helping other state education departments and local education agencies improve teaching and learning; 4) grow in its use and scope, by improved learning and by narrowing the achievement gap; and 5) through all of this, meet the recommendation of the PreK-16 “Closing the Gap” Council to provide a means for better sharing of best practices and resources across the state. The State has invested several million dollars over four years to prepare this tool for educators. BOE has been piloted by over 400 teachers statewide, including pre-service teachers at the California State University, Sacramento and the University of California at Davis, and it has gone through a rigorous third party review to ensure effectiveness (see Appendix C3.I for the full evaluation). BOE is set to make its full public debut in October of 2010.

Activity 1: Incorporate curriculum frameworks and guides into the best practices resource area of the data portal.

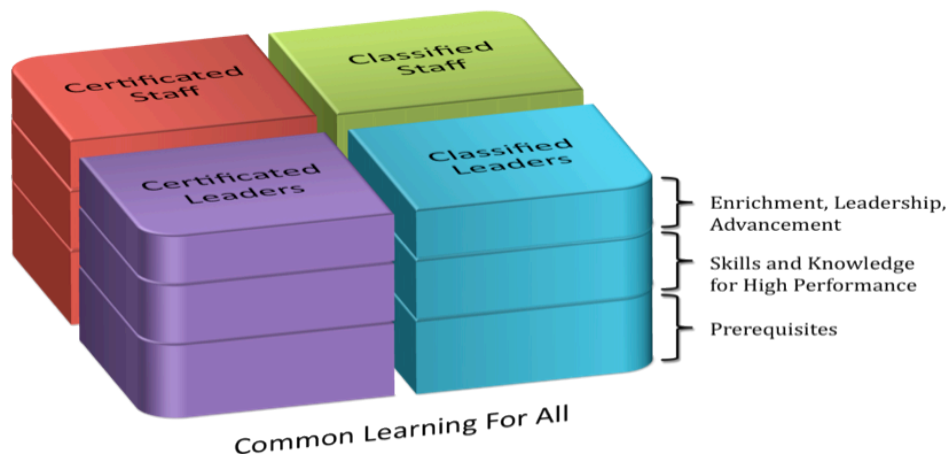
California’s established content standards identify what students at each grade level and subject should know and be able to do. The standards will evolve over time, especially in light of efforts to establish common core standards across the nation (see Section B(1)). The curriculum frameworks will be available through the California Education Data Portal, and district curriculum guides will be posted there as well.

Activity 2: Post professional learning modules and opportunities into the best practices

resource area of the data portal.

Driven by our advancing technology in education, the methods by which professional learning can be delivered have expanded greatly. Online interactive training, streaming audio-video, and telepresence participation in “live” professional learning now complement established methods such as workshops, PLCs, and coursework. The best practices resource will house professional learning modules and opportunities, providing the opportunity for real-time learning for teachers, school leaders, and school support staff. Built on a platform of common learning for all, the professional learning modules will be scaffolded to provide support for staff at all stages of professional learning, from learning the prerequisites for effective teaching, to the needed skills and knowledge for high performance, and finally for enrichment, leadership and advancement.

System of Professional Learning



The professional learning section of the best practices tool will also house the tracking of professional learning, providing a catalogue of courses and events, a calendaring system, and a system of recordkeeping for selected individual staff member coursework, electronic registration for courses and events, and online or web-based instructional units.

Activity 3: Incorporate best practice curricular resources and instructional strategies certified with evidence of linked student achievement.

The RttT proposal leverages the wealth of knowledge, resources, and best practices that already exist in California by providing educators and schools an opportunity to post quality curricular resources and instructional strategies into the best practices resource area. Those

curricular resources and instructional strategies that have been identified as having a sizable, positive effect on student achievement will be incorporated into the best practices resource area of the data portal. Teachers and leaders who have been identified as successful in accelerating student achievement will be featured in the tool as well, defining their strategies and tools used. Teachers across the state will be able to access these teacher and leader exemplar portfolios.

The best practices resource tool will also allow additional granularity by providing best practices disaggregated by specific sub-groups and standards. Data will be made available to researchers who will analyze CST data to identify “essential standards,” defined as the key standards missed by a majority of all students (or a majority of subgroup students) across the state. Analyzing these “essential standards” for trends and patterns could allow the State to identify targeted professional development resources in the data portal. As the State identifies standards missed by students in specific subgroups, it will provide resources particular to those students’ needs. Groups will be analyzed, and data and resources will then be disaggregated by:

- ✓ Content standards;
- ✓ Racial/ethnic groups;
- ✓ Socio-economic status;
- ✓ Students with disabilities; and
- ✓ English Learners.

RttT funds will be used by the Data Systems Steering Committee to provide sub-awards to K-12, independent, and IHE research practitioners to conduct research on State- and LEA-identified areas of critical interest and need. These grants will leverage the expertise of these research groups and guide them to specific California goals. Both implementation and outcome measures will be collected and analyzed to determine the value of specific programs practices and strategies in accelerating student achievement. The CSU Center to Close the Achievement Gap has already begun work in this area through its website, www.edresults.org. The Center links public CDE data with best practices of instructional improvement programs in an attempt to correlate outcomes with new program pilots and practices. This data will be incorporated into the State dashboard system.

Activity 4: Provide interim and formative assessment resources in the best practices area of the data portal.

Described above as Strategies B(2)2 and C(3)2, California will post assessment

resources, guidelines for the development of assessments, and indicators to ensure the validity and reliability of growth measures and value-added calculations to the best practices resource area in the data portal.

Activity 5: Post turnaround school case studies into the best practices resource area.

Despite having significantly fewer resources than schools in most other states, many California schools demonstrate high levels of achievement among students who have historically underperformed. Case studies of these schools have been and continue to be developed by educational researchers. In particular, this application provides for the documentation and sharing of information about California Partnership Academies within pathways of Linked Learning from PreK-12 to postsecondary, described in Section E(2). In addition to studies of whole-school models, further cases will feature effective structures for professional learning and collaboration, instructional supervision and coaching, as well as effective classroom instructional practices used to accelerate student achievement. By identifying and posting these case studies, the best practices resource area will encourage replication and “scale up” of successful models.

Activity 6: Provide electronic sharing to increase collaboration and communication in the best practices resource area of the data portal.

The best practices resource area in the California Education Data Portal is a setting for managing knowledge and enabling the effective and rapid flow of information across the state. By hosting statewide web forums and linking to best practice blogs for certified expert teachers, the CEDP will promote the sharing of best practices clearly linked to student achievement data, and it will enable educators to collaborate with expert practitioners across the state. Even teachers who teach specialized subjects or principals who run unique programs (e.g., Chinese immersion) will be able to easily learn from similar practitioners in other districts.

Strategy C (3) 4: Incorporate school dashboards into the school’s data analysis efforts for the Single Plan for Student Achievement.

California schools annually engage in the process of completing a Single Plan for Student Achievement (SPSA) as a part of the ESEA requirements. Traditional practice has included a spring review of annual data (usually from the prior spring) that is outdated by the time schools are writing their SPSA plans. Participating LEAs will use the new data tools and systems to change the data analysis and review portions of the SPSA process. By using more timely data that is based upon common assessment tools that allow comparison across schools and districts,

schools will be more able to use data to improve the SPSA planning process and apply that plan to student achievement. Alignment between the data dashboard and the SPSA will make existing planning processes more accurate and more efficient. The critical advantage of this system is that it directly links district-wide goals to school goals, and then to classroom goals. It fosters a district-level professional learning community by leveraging the site plan as a system-wide communication tool.

Schools will review data in three stages, as state or local interim assessment data becomes available:

1. How well/fully did we implement our proposed actions in the instructional period prior to the assessment?
2. What are the student outcomes that were generated as a result of our actions?
3. Based on the above data, what actions do we need to take to increase fidelity of implementation, increase quality of implementation, shift focus to a new strategy, re-teach, etc.?

Schools will implement a periodic cycle of review sessions, utilizing professional learning days to review data, to review the implementation of programs and actions, and to use a reflection process to identify changes needed that would impact teaching and learning during the next instructional period. Data gathered on fidelity of implementation, student outcomes, and school-planning next steps will be collected by the site leadership, and synthesized and stored in a web-based data analysis section of the SPSA tool. This tool also automatically populates the data analysis section of the Single Plan for Student Achievement.

Site leaders will utilize the SPSA tool as a data and analysis input and storage area, completing analysis modules of the CST results, interim assessments in each subject, CELDT results, CAHSEE results, and School Culture artifacts. Each module will provide space for schools to input their individual findings on the implementation of critical actions, an analytical review of outcomes, and key next steps as the school moves into the next instructional time period. (See Appendix C3.II for Examples of a sample web-based system.)

Activity 1: Develop a web-based tool for collection of SPSA data analysis using dashboard indicators and disaggregated data from schools.

California will develop an online data analysis collection tool for schools which will utilize dashboard-based reports to frame school conversations about program implementation, student achievement, efficacy of programs, planning, and program and project budget decisions.

Activity 2: Provide professional learning for school leaders to facilitate a *cycle of review* process.

Training in the use of the SPSA data analysis tool, as well as instruction on how to use the school cycle of review as a tool for school improvement, will be provided by the Data Coach Trainers described under Strategy C(3)1 above.

Activity 3: Develop a reporting mechanism to export school data analysis narratives and school data reports into the SPSA document.

An automated system to generate the data analysis and review section of the SPSA will be developed from the online database. School leaders will be able to generate particular sections or the entire SPSA document for review by school site councils, the community, parents, and LEA leaders. LEA leaders will be able to access the SPSA tool to monitor school progress and school planning processes throughout the school year.

Activity 4: Develop a monitoring process for district leaders to review progress with school **leaders**, using the dashboard and the data analysis summaries as a frame for the conversation.

The monitoring process will allow LEA leaders to effectively oversee the school data analysis and planning process at a glance, provide appropriate support, and create an accountability structure that will ensure an aligned instructional system designed to accelerate student achievement.

Strategy C (3) 5: Use data systems to coordinate and individualize instruction for each student through e-portfolios that demonstrate student achievement and academic interventions that target individual needs.**Activity 1: Provide students with electronic portfolios to recognize work done in- and out-of-school, support self-reflection, and enable alternative assessment.**

The use of electronic portfolios in California's schools has been underway for the past two years, facilitated by the California Virtual Campus and the K-20 California Educational Technology Collaborative, and further supported by a diverse set of institutions representing both districts and postsecondary systems who have been piloting the use of different e-portfolio tools.

E-Portfolios are particularly valuable for promoting STEM learning because many STEM learning opportunities happen beyond the classroom. E-portfolios assist with data collection, sharing, and enabling analysis between educators from the regular school day and those working in after-school STEM programs. As part of its participation in this proposal, the California STEM Innovation Network (CSINet) will provide participating LEAs the option to offer students in grades PreK-14 their own free e-portfolios (with parental permissions). (CSINet will further

seek favorable licensing rights that will allow the e-portfolio to be extended to students in all districts at low or no cost.) Data and learning objects stored in the portfolio will be collected from students periodically in a manner which ensures students' privacy and confidentiality.

Preliminary research suggests that the portfolio can become an important self-reflection tool by creating opportunities for students to identify strengths as well as areas in need of further development. In addition to helping the adults who guide students' development in both in-school and out-of-school settings, this alternate form of assessment will support students' efforts to construct new understandings of themselves and address areas of personal development needed to reach college/career goals. CSINet is committed to working with California employers to ensure that the e-portfolio affords students opportunities to collect and display information about the 21st century skills and capabilities that so many employers describe as essential to their company's success.

The data in e-portfolios will also support education research. Researchers will have access to the stored information if they agree to share findings with all stakeholders to inform the programs' continuous improvement and follow the processes developed under Strategy C(2)1, described above.

Activity 2: Expand the California Virtual Campus and Use Data to Inform Individualized Instruction to Ensure College Readiness

In the fall of 2009, the California Community Colleges (CCC), the California State University (CSU), and the California Department of Education (CDE) entered into an agreement that allows both CSU and the CCCs to identify and communicate with the 84% of high school seniors that have been assessed as "not yet ready for college-level English or mathematics." While such data sharing makes early communications about college readiness possible, it stops short of making necessary changes in instruction to solve the root problem – a lack of student preparation. Absent any other actions, such 12th grade students are likely to be required to enroll in basic skills instruction at the college level if they are accepted and enroll in a CCC or CSU. RttT STEM funds will be used to join efforts by participating districts, the CCC system, the CSU system, and the California STEM Innovation Network to provide online tutoring and other supports for a second attempt at passing English and math placement tests before students leave high school. K-12 and higher education faculty, administrators, and staff from the California Virtual Campus (CVC) will use shared data to design and deliver instruction that is effective at ensuring that students are college-ready by the end of the 12th grade. Once developed, the group

will work to make such instruction available to students earlier in their high school experience. Dollars freed up at the community college level, due to lower percentages of students requiring basic skills instruction, will be redirected to increase spaces available in first-year and online introductory courses that allow students to explore and prepare for two-year college “STEM-transfer pathways” articulated to online STEM degree programs offered by four-year colleges and universities. CVC is another exceptional partner in the STEM RttT effort, having already articulated their commitment to STEM and creation of STEM pathways. (See Appendix S.VIII for the Executive Summary of CVC’s STEM Project Plan).

Assurance (D) Great Teachers and Leaders

California envisions that every student in every classroom in every school will have effective teachers and leaders who are successfully supported, valued, evaluated, and recognized. Making this vision a reality is the centerpiece of the work of the seven Leadership LEAs that united to develop the basis for the state's RttT plan. This is a uniquely powerful opportunity to move California's education system light years ahead, to dislodge failure, and break through with new ways of doing business for California's students. These seven LEAs have been joined by 295 innovative, committed LEAs and charter schools representing the full diversity of the state and over 1,730,000 students. These pioneering LEAs embody the spirit of the Race to the Top movement and will transform the State of California's system for recruiting, preparing, supporting, and retaining effective teachers and leaders through their powerful example.

Central to the work of all participating LEAs is the development of evaluation systems that differentiate effectiveness levels of teachers as well as leaders. These systems will include the means to celebrate, leverage, and accelerate the skills of our most effective teachers and leaders, provide targeted opportunities for those in need of support and development, and offer the necessary tools to intervene and address those with persistent performance issues.

Rooted in the fundamental California Race to the Top vision and Theory of Change, the working group of Leadership LEAs has developed overarching goals for each *Great Teachers and Leaders* focus area. These goals are:

- ✓ Develop and implement a radically new system of teacher and principal evaluation, based in significant part on growth in student achievement, and building on established standards for teachers and leaders;
- ✓ Ensure equitable distribution of effective teachers and leaders across schools, subjects, and specialty areas;
- ✓ Improve the effectiveness of teacher and principal preparation programs;
- ✓ Provide effective, data-informed support and professional development; and
- ✓ Measure, evaluate, and continuously improve the effectiveness of supports provided to teachers and leaders.

A total of \$482 million has been allocated to this critical area to accomplish these goals. Of the total RttT budget, \$36 million will be used for state-level projects to allow for collaboration among the districts and to achieve economies of scale. The rest will be distributed to LEAs. The figure at right illustrates funding allocations. Table 4 (on the following two pages) provides a summary description of Great Teachers and Leaders projects.

The aforementioned goals and the activities listed below directly address the focus of the participating LEAs as they ensure that all students achieve at high levels and are prepared for college or careers. For additional detail on activities, please also see for Appendix D.I for the Great Teachers and Leaders workplan and timeline.

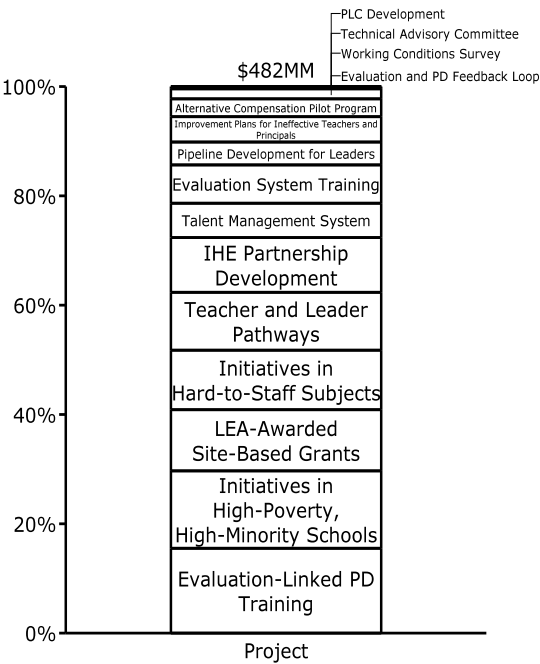


Table 4

Budgeted Project	Reference	Project Overview
Technical Advisory Committee	D2-A	•Empanelled by the RttT Implementation Team, a group of researchers and experts in student outcome measurement will determine student growth model, recommend multiple measures for LEA evaluation systems, and provide technical assistance to participating LEAs
Evaluation System Training/Outreach	D2-B	•Training provided by state-funded 3rd party providers to LEA trainers through train the trainer model to inform / educate all LEA staff about evaluation system details & implementation timing
Evaluation-Linked PD Training	D2-C	•Build local capacity to execute annual teacher evaluations based on the new evaluation framework through intensive training for all LEA staff with evaluation responsibility; includes funding for best practice sharing between schools and LEAs related to evaluation system implementation
Evaluation and PD Feedback Loop	D2-D	•Survey-based feedback process to regularly assess how well the evaluation framework, professional development, and professional learning communities are meeting core objectives
Teacher and Leader Pathways	D2-E	•Differentiated roles for teachers and leaders; additional pay for additional work including data coaching or professional development, based on identification of effective and highly effective teachers
Improvement Plans for Ineffective Teachers and Principals	D2-F	•Resources for graduated interventions and supports for ineffective educators
District Awarded Site-Based Grants	D2-G	•Funding to LEAs to award site-based alternative compensation to eligible schools to reward their work in reaching LEA-defined goals of improving/ maintaining student growth

Table 4

Budgeted Project	Reference	Project Overview
Alternative Compensation Pilot Program	D2-H	•Competitive grants to LEAs and/or individual sites to fund teacher and school leader alternative compensation pilot programs; administered by RttT Implementation Team
Initiatives to Retain / Recruit Teachers / Leaders in High-Poverty, High-Minority Schools	D3-A	•Funding for LEAs to invest in activities including monetary incentives for highly effective teachers and leaders who serve in high-need schools, extra pay for additional work, extended work day, etc.
Working Conditions Survey	D3-B	•Conduct annual survey to gather feedback on working conditions that affect teachers' and leaders' decisions to stay in hard-to-staff schools
Initiatives to Retain / Recruit Teachers in Hard-to-Staff Subjects	D3-C	•Funding to LEAs to provide incentives for recruiting and retaining effective teachers in hard-to-staff subjects, including tuition assistance, professional development, common planning time, etc.
IHE Partnership Development Initiatives	D4-A	•Funding to LEAs to establish regional JPAs and / or regional cooperative agreements to invest in IHE pipeline development initiatives; Funding to IHEs to expand and/or create new pipeline development programs; Funding to CSU to expand Center for Teacher Quality
Pipeline Development for Leaders	D4-B	•Provides training for aspiring, beginning, and current principals and school leaders
Talent Management System	D5-A	•Develop standards / competency-centered, integrated talent management system that facilitates recruiting, evaluation, succession planning and professional learning
PLC Development	D5-B	•Fund LEA and school level professional learning communities through train the trainer professional development

(D)(1) Providing High-Quality Pathways for Aspiring Teachers and Leaders**(D)(1)(i) Legal, statutory, or regulatory provisions that allow alternative routes to certification**

Ensuring that every student will be in a school and classroom in which effective teachers and leaders are cultivated, valued, recognized, and retained **requires innovation and a focus on preparation that provides many routes to becoming a teacher or principal**. California has recognized that need and has won national acclaim for its robust system that provides multiple routes to certification – both traditional and alternative. Beginning in 1967, the Teacher Education and Internship Act allowed “*any school district ... in cooperation with an approved college or university, [to] establish a teacher education internship program.*”³⁵ Since then, the State has developed alternative pathways, enabled by existing legislation, statutes, and regulation. The pathways are derived from education reform policies based on three fundamental and interrelated mechanisms promoting innovation and accountability: (1) **participant choice**: ensuring multiple pathways for talented, dedicated individuals to demonstrate or receive rigorous preparation and earn certification; (2) **local control**: supporting counties, school districts, and private entities to develop preparation/certification activities and programs to meet local needs; and (3) **high standards**: requiring regulatory oversight to ensure that all programs are rigorous and every credentialed individual is prepared to become an effective educator.

Although internship programs have been authorized since 1967, incentive funding for alternative certification programs began with the enactment of AB 1161 (Chap. 1147, Stats. 1993).³⁶ The intent of this legislation was to address geographic and subject area shortages in the teaching workforce by encouraging public school districts, county offices of education, and colleges and universities to design concentrated programs leading to a teaching credential. The law places particular emphasis on helping people move into teaching after having careers in other professions. Currently, two types of internship programs are eligible for Intern grant funds: University Intern Programs (pursuant to Education Code 44450 to 44468) and District Intern

³⁵ EC 44452

³⁶ University intern programs prepared over 4,000 teachers in the first eight years after the state funded such efforts under Assembly Bill 1161. See report *A Study of California State University Internship Programs for the Preparation of K-12 Teachers*. Elaine Chin and Roberta J. Herter, March, 2000. California State University, Sacramento.

Programs (pursuant to Education Code 44325 to 44329.5 and 44830.3). Grant funding is available for interns teaching in multiple subject, single subject, or education specialist credential areas.

Additionally, California enacted Race to the Top (RttT) legislation in January of 2010 (EC44227.2) that authorized a new pathway—the STEM and CTE Educator Credentialing Program—to provide pre-service training to teachers in fields that are critical to the State’s future. Authorized providers for this new pathway include community-based organizations and nongovernmental organizations, as well as the public education entities currently authorized as providers for other alternative routes.

Administrators may also seek credentialing, either through traditional or alternative training routes. A Preliminary Administrative Services Credential (the first tier of certification) can be obtained by attending a state-approved preparation program offered by a college or university, school district, county office of education, or other entity prior to beginning work as an administrator. Prospective administrators may also complete an internship program or pass a California Commission on Teacher Credentialing-approved examination.³⁷ All programs must meet all of the *Standards of Quality and Effectiveness for Preliminary Administrative Services Credentials*.³⁸

To further address the changing needs of schools, the California Commission on Teacher Credentialing is currently establishing the **Administrative Services Credentialing Advisory Panel** to “review the content, structure, and requirements for administrator preparation ...and provide recommendations [for identifying] administrators ... adept in providing instructional leadership and ... lead[ing] transformational change within California schools.”³⁹

(D)(1)(ii) Alternative routes to certification that are in use

California’s long, successful history of supporting alternative routes for the preparation and certification of teachers and leaders is demonstrated in its nearly 70 teacher intern programs

³⁷ EC 44225

³⁸ Committee on Accreditation and the California Commission on Teacher Credentialing. (1997). *Standards of Quality and Effectiveness for Preliminary Administrative Services Credentials*. Adopted March, 1995. (1995 Standards, COA Format, February, 2001).

³⁹ Commission on Teacher Credentialing. (2010). *Application for Administrative Services Credentialing Advisory Panel*.

and 40 administrator intern programs. At this time, California is one of only three states designated by the National Center for Alternative Certification as having “the most prolific alternate routes.”⁴⁰ (An overview of all alternative options, including details and evidence of accomplishment, is provided in Appendix D1iia.I) Aspiring teachers do take advantage of alternate routes, such as Teach for America and The New Teacher Project, but statistics show that the vast majority of candidates still obtain their teaching credential through a traditional program, as shown in Table 5. However, the numbers have been rising. Between 2005-06 and 2006-07, the number of intern credentials issued by the State increased by more than 1,000, or 19 percent. The goal of such programs is to provide valuable real-world experience, but interns are still trainees and are much more likely to be placed in the lowest-performing schools. In 2007-08, 53% of interns taught in schools in the lowest quartile of the Academic Performance Index (API), while only 8% of interns taught in the highest-quartile schools.⁴¹

Table 5				
Total 2008-09 CA Teaching & Administrative Credentials Issued⁴²				
	Number of Teachers	Percent of Total	Number of Administrators	Percent of Total
California IHE Prepared	17,797	82	2,816	76
Internships/Alternative	399	2	140	4
Exam (admin only)			669	18
Out-of-State Prepared	3,554	16	88	2
Totals	21,750	100	3,713	100

(D)(1)(iii) Process for monitoring and addressing areas of teacher and principal shortage

Teacher shortages. The State has several mechanisms for monitoring the teacher labor market and has actively used this information to address inequitable distribution and help fill shortages. The State has benefited from a partnership with the Center for the Future of Teaching and Learning (a non-profit, non-partisan organization with philanthropic support) to comprehensively

⁴⁰ National Center for Alternative Certification. (2007). *Alternative teacher certification: A state-by-state analysis*. Washington, DC: Author. Retrieved on November 9, 2009, from <http://www.teach-now.org/overview.cfm>

⁴¹ Guha, R., Shields, P., Tiffany-Morales, J., Bland, J., & Campbell, A. (2008). *California's teaching force 2008: Key issues and trends*. Santa Cruz, CA: The Center for the Future of Teaching and Learning.

⁴² Commission on Teacher Credentialing, Teacher Supply in California. *A Report to the Legislature Annual Report 2008-2009 Submitted Pursuant to AB 471* (Chap. 381, Stats. 1999).

track and report information on the state's teaching workforce annually. In 1999, the Center issued its first report,⁴³ highlighting the concentration of under-prepared teachers (those without full credentials to teach) working in the lowest-performing schools in the state, and serving the highest numbers of poor, minority, and English Learner students. This data informed decision-making and focused unprecedented attention on the state of preparedness of the teacher workforce. Following implementation of an array of policies and programs aimed at ensuring the equitable distribution of teaching resources, the number of under-prepared teachers in California schools dropped from over 40,000 (approximately 20 percent of the workforce) to just under 11,000 (approximately three percent of the workforce) in less than ten years.⁴⁴ These changes are discussed in more detail in Appendix D1iia.I.

The California Department of Education (CDE) and the Commission on Teacher Credentialing (CTC) track complementary information about the current and incoming supply of teachers, focusing specifically on shortage fields and specialty areas. To address these shortages, the CTC has developed a comprehensive set of teacher development programs designed to meet the demand in high-need fields and specialty areas. Public and private partners have joined with the California Community Colleges (CCC), University of California (UC), and California State University (CSU) systems to develop programs designed to increase the number of teachers trained in mathematics and science in California (see Appendix D1iii.I for a description of programs). In recent years, the State has also made efforts to streamline the credentialing process in order to encourage more individuals to enter the profession in general, and to obtain certification in CTE and special education specifically. (Proposed approaches are discussed in more detail in (D)(3)(ii).)

Principal shortages. Because of historical data limitations, tracking of school leaders at the state level efforts to monitor, evaluate, and identify areas of principal shortage have not been as extensive or as institutionalized as efforts made to track teacher shortages. (CALTIDES, discussed in Section C1, will address this lack of data on principals.) Nevertheless, strong public-private partnerships provide current information about the labor market for school leaders, and

⁴³ Center for the Future of Teaching and Learning. (1999). *Teaching and California's Future: The Status of the Teaching Profession*. Santa Cruz, CA.

⁴⁴ Woodworth, K., Bland, J., Guha, R., Shields, P., Wechsler, M., Tiffany-Morales, J., & Tse, V. (2009). *The status of the teaching profession 2009: Full report*. Santa Cruz, CA: The Center for the Future of Teaching and Learning.

these efforts are being expanded. An example of such a partnership is the work of EdSource (<http://www.edsource.org/>), which was established as an independent, nonpartisan, not-for-profit organization focused on California public school improvement. EdSource has studied administrator data, reported on potential principal shortages, and highlighted obstacles to principal recruitment and retention.⁴⁵ Also, two newer partnerships have recently begun to track leadership issues. First, in 2008, the Center for the Future of Teaching and Learning (CFTL), building on its success in tracking the teacher workforce, established the *Education Leadership and California's Future* initiative to extend its interest areas to encompass school leaders.⁴⁶ Second, the recently established Integrated Leadership Development Initiative (ILDI) is a consortium which includes the California Department of Education (CDE), the CTC, County Offices of Education, public and private universities, the CFTL, the Association of California School Administrators, and the California Comprehensive Center and Regional Education Laboratory at WestEd. Their mission is to “*collaboratively guide and support leader development and improve conditions of leadership through articulation, professional development, quality review, policy assessment and recommendations, and resource sharing and development so that there are highly accomplished leaders in every district and school in California.*”⁴⁷ The ILDI recently published an extensive report, “Effective Principals for Effective Schools: Building a Coherent Leadership Development System,”⁴⁸ which provides recommendations for addressing the critical impact principals have on school success and student achievement. Meanwhile, the State has established two significant UC-based programs to prepare principals to serve in high-need schools (see Appendix D1iii.II).

What we know about the current state of the teaching profession and the critical role of principals will be instructive throughout the development of initiatives aimed at ensuring a pool of great teachers and leaders. California will need to continue supporting the alternative routes to certification, while continuing to improve the traditional routes where most teachers and leaders

⁴⁵ Rosin, M., Frey, S., Wilson, K. (2007). *Superintendents and principals: Charting the paths to school improvement*. Mountain View, CA: EdSource

⁴⁶ See, for example, Center for the Future of Teaching and Learning. (2009). *Strengthening California's system for preparing and supporting principals: Lessons from exemplary programs*. Santa Cruz, CA.

⁴⁷ Agenda Item 3H, Meeting of the Commission on Teacher Credentialing, August 2008; retrieved from <http://www.ctc.ca.gov/commission/agendas/2008-08/2008-08-3H.pdf> on May 15, 2010.

⁴⁸ Kearney, K. (2010). *Effective Principals for California Schools: Building a Coherent Leadership Development System*. San Francisco: WestEd.

are trained. Sections (D)(2) through (D)(5) highlight existing practices and innovative ideas that will propel the participating LEAs forward in improving achievement for all students through the closest link – teachers and principals.

(D)(2) Improving teacher and principal effectiveness based on performance

There is widespread recognition that effective teachers and school leaders make the difference for children; through this RttT plan, participating LEAs will boldly move in new directions to support teachers and leaders. California holds effectiveness as the standard for all teachers and leaders; it will hold itself accountable for supporting teachers and leaders in the same way it holds them accountable for the success of their students. The means to do this is within our grasp: we will unite California’s high-quality standards for student achievement with innovative existing frameworks for teacher and principal excellence (e.g., the California Standards for the Teaching Profession and Professional Standards for Education Leaders). To date, these nationally-recognized systems have existed in isolation. California’s RttT plan will link them in a powerful way, while charting an innovative and highly practical path forward into a new era of teacher support and evaluation. The work in this area will seek to realize the following primary goal: **Develop and implement teacher and principal evaluation based on multiple measures, including a significant part – no less than 30% -- on growth in student achievement.**

(D)(2)(i) Establish clear approaches to student growth and measure it

California recognizes that holding teachers and leaders accountable for student growth is a critical component of ensuring success for all students, yet California’s current public school accountability system is based on a static model that compares snapshots of individual school and school district academic performance by grade level (see Appendix A3id.I and A3iia.I). The State calculates whether schools have met growth targets by comparing the difference in achievement from one year to the next among different groups of pupils. To address that, the Legislature passed legislation in October of 2009 that requires development of “a methodology for generating a measurement of group and individual academic performance growth by using

individual pupil results from a longitudinally valid achievement assessment system.”⁴⁹

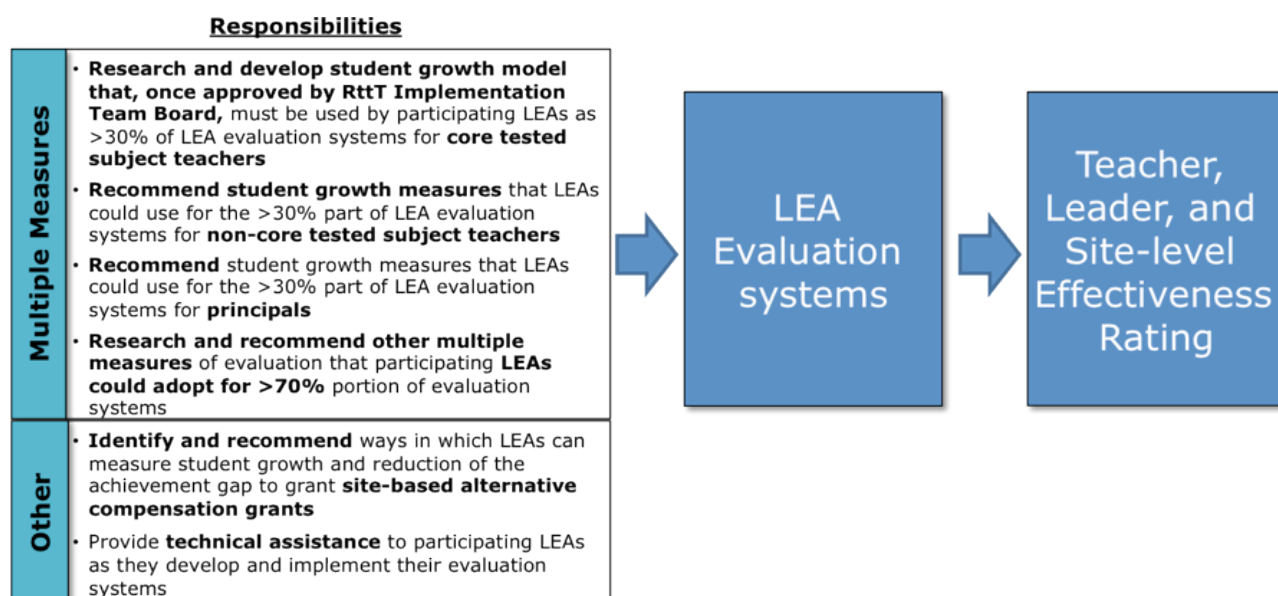
California’s RttT plan will strengthen the implementation of the methodologies called for in statute by supporting the **Race to the Top Implementation Team, which will identify a student growth model by August 2011**. To accomplish this, the RttT Implementation Team will empanel a Technical Advisory Committee (TAC – Project D2-A) composed of researchers and experts on student outcome measurement who will provide advice and expertise in the development of student growth measures (see Figure 2). Building on the California Standards Test and other statewide achievement measures discussed in Section C2, the TAC will define the student growth model and address strategies for linking student growth data to individual teacher data. This will allow for estimates of teacher impact for those tested in core subject areas. Recognizing that non-core subjects and some grade levels lack common measures across districts, the **TAC will identify and recommend alternative strategies for measuring student growth in non-core subject areas and non-tested grades by August 2011, with final strategy selection to be determined by each participating LEA**.

Key Features of the TAC will include:

- ✓ Oversight: Selected by Executive Director of RttT Implementation Team with recommendations from RttT Board of Directors;
- ✓ Composition: Approximately 10 people, with members whose expertise at least covers the range of recommended measures. Member experts would be drawn from universities and institutions in, and outside of California;
- ✓ Expertise Areas: Evaluation systems, student growth, observations (including artifacts/portfolios aspects), stakeholder feedback (surveys), principal assessments, etc.; and
- ✓ Timeline: TAC will meet in Years 1 and 2; thereafter, evaluation and monitoring of effectiveness of LEA evaluation system implementation will be responsibility of RttT Research Consortium. (See also Figure 2 below.)

⁴⁹ SBX 5 1 (Romero). Signed and chaptered January 7, 2010.

Figure 2 Technical Advisory Committee

**(D)(2)(ii) Design and implement evaluation systems for teachers and principals**

Simultaneous with the development of growth measures which districts will be required to adopt, the RttT Implementation Team will work with participating LEAs to **clearly define a rigorous, transparent, and fair multiple measures evaluation (MME) systems for both teachers and principals, with a minimum of 30% of the evaluation attributed to student growth, as defined by the TAC, by August 2011.**⁵⁰ Following the development of these systems, LEAs will begin implementation in 2011-12, with 100% of LEAs fully implementing them by 2013-14. This system will be based on the California Standards for the Teaching Profession (CSTP) and on Professional Standards for Education leaders (PSEL) (see Appendices D2ii.I and D2ii.II). The CSTPs identify six key areas of strength needed for excellent teaching. Similarly, Professional Standards for Education Leaders (PSEL) identify key components of successful school leadership on which principals and other school leaders should focus. California has developed its own standards, California Professional Standards for Education Leaders, based on the national standards (see Appendix D2ii.II).

Beginning in Fall 2010, select LEAs will begin trials using multiple measures

⁵⁰ Although the MME will require at least 30% to be based on student growth, that data will not have weight in summative evaluations until school year 2013-14.

evaluation (MME). Los Angeles Unified School District (LAUSD) has already begun working to develop and implement an MME system, and it will be piloting components of a multiple measure evaluation system for teachers and leaders in the coming year. LAUSD developed a Task Force (see Appendix D2ii.III) focused on educator effectiveness, support, and development, with broad stakeholder participation (including active involvement from their labor partners) to develop parameters for a new evaluation system which will also include the use of student outcome data (based on growth). Based on the recommendations of the Task Force, LAUSD will be piloting new, research-validated approaches to measuring effectiveness which can serve as examples to other LEAs. These include:

- ✓ Administrator Observations;
- ✓ Peer Observations;
- ✓ Student Outcome Data, such as student grades;
- ✓ Parent/Guardian & Student Feedback (surveys);
- ✓ Assessment of commitment to and collaboration with school community; and
- ✓ Self-evaluation.

Along with LAUSD, Clovis, Fresno and Sanger are currently piloting MME systems and will share their findings to inform recommendations from the TAC (see Appendix D2ii.IV).

To support LEAs in teacher and leader evaluation, State Law already requires the use of student achievement data in evaluation,⁵¹ and recent legislation clarified that student data associated with individual teachers and principals can be used in teacher and principal evaluation.⁵² These sections of education code provide LEAs with the statutory ability to implement all components of an MME. And LEAs will be part of a feedback loop which supports further research and development, as well as refinement of a model. Each aspect will be critical to the success of this approach.

Beginning in August 2011, participating LEAs will pilot other quantitative and qualitative non-student growth measures that will be included in measures of teacher and leader effectiveness. These measures will constitute a rigorous, transparent, and fair evaluation system for teachers and principals. Areas to be addressed may include measures of student

⁵¹ EC 44660-44665.

⁵² EC10601.5.

engagement, student achievement, and/or parent/guardian satisfaction. Additional quantitative and qualitative measures may include teacher attendance, student attendance, graduation rates, teacher and principal self-evaluation, measures of commitment to collaboration, and other classroom observation measures.

Each LEA will develop a working group that includes teachers and principals who will guide the local development of the evaluation system. The working group will ensure that the system: (a) differentiates effectiveness using multiple measures, including using data on student growth (as defined in the Race to the Top notice) as a significant factor (at least 30%); and (b) includes success in closing achievement gaps as a priority area.⁵³

LEAs will develop observational rubrics and protocols, using a robust approach that (1) has been validated by research; (2) is well aligned with the CSTP (3) has been developed, adopted or adapted with input from teachers and leaders on the ground; and (4) is developmental, identifying and articulating at least four levels of effectiveness (Highly Effective, Effective, Needs Improvement/Developing, and Unsatisfactory/Ineffective). As it gathers recommendations and best practices, the TAC (Project D2-A) will offer information to all participating LEAs, and technical assistance to those LEAs who request it. Additional feedback will come from the RttT Research Consortium, which will evaluate and monitor the implementation of evaluation systems, gather data, and disseminate it broadly. Further, the RttT Implementation Team will develop Evaluation System Feedback and Professional Development Surveys (Project D2-D). Teachers and leaders will give LEAs feedback on the implementation of those surveys and evaluations, and the results will help inform adjustments to future implementation strategies.

By school year 2011-12, districts will have developed the MME System and will pilot the MME, including the student growth model, at select school sites representing at least 20% of the schools in the district. During this first year of implementation, the outcomes from the evaluations will be used to form a baseline. These early adopters will not be required to use all evaluation measures for personnel decisions, but they will be expected to provide feedback to the Technical Advisory Committee, the RttT Research Collaborative, and other districts about the MME (Project D2-D). Incorporating learnings from this initial year, LEAs will move toward having **a minimum of 60% of schools implementing the MME during school year 2012-13.**

⁵³ See LEA MOU, Appendix A1i.I.

By 2013-14, it is expected that 100% of schools in participating LEAs will be implementing the MME.

As indicated, school participation within many of the participating LEAs will be phased in over multiple years (see performance measures for baseline data and growth targets). Early implementation will be possible in those sites that have the capacity to implement some evaluation measures sooner than others (e.g., it may be possible to collect data on the non-growth areas before the final student growth model is developed). As implementation continues and the strength of LEA data systems increases, the participating LEAs will continue to monitor and assess the effectiveness of these measures through their performance management systems. (Project D5-A. See Appendix D2ii.V.)

(D)(2)(iii) Conduct annual evaluations of teachers and principals

With the development and implementation of the LEA MME frameworks, **100% of principals and teachers in participating LEAs will be evaluated annually, starting in school year 2013-14, using the Multiple Measures Evaluation (MME).** Accomplishing such a bold goal will require a shift in current practices and beliefs. Participating LEAs are ready to take on this challenge by making the effective evaluation of teachers and principals a focal point for improving teacher performance, thus creating learning environments that decrease the achievement gap and raise achievement levels for all students.

Although it is widely recognized that the level of teacher quality has significant impact on student achievement, studies show that evaluations are inconsistent, and teachers rarely receive feedback as a result of the evaluation. In fact, both the Center for the Future of Teaching and Learning (CFTL)⁵⁴ and the New Teacher Project⁵⁵ found that teacher evaluations rarely include student outcome data and are rarely linked to professional development. The CFTL found that after teachers become tenured, evaluations become “*more of a recordkeeping process than one that is tied to improving teaching practice*,”⁵⁶ despite findings that “*consistently tell us*

⁵⁴ Wechsler, M., Tiffany-Morales, J., Campbell, A., Humphrey, D., Kim, D., Shields, P., & Wang, H. (2007). *The status of the teaching profession 2007*. Santa Cruz, CA: The Center for the Future of Teaching and Learning.

⁵⁵ Weisberg, D. Sexton, S. Mulher, J., & Keeling, D. (2009). *The widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness*. Brooklyn, NY: The New Teacher Project.

⁵⁶ Op Cit. Wechsler, et al.

that they [teachers] want constructive feedback on their teaching.”⁵⁷ Furthermore, even though the State has had an authorized model for peer evaluation (Peer Assistance and Review)⁵⁸ in place since 1999, implementation of that program is uneven. According to the CFTL study, very few teachers participated in Peer Assistance and Review (PAR) programs, in part because few received an overall unsatisfactory performance review. Revised evaluation practices, as described throughout this section, will address this issue as districts take a more focused and systematic approach to regular evaluation.

Further hampering these efforts is the fact that principal evaluation practices have not been systematically documented. Anecdotally, these practices form an inconsistent picture. While some innovative districts have principal evaluation systems in place that are aligned with leadership standards, we lack statewide data on the methods used to evaluate principals and the extent to which principals are evaluated.

Leadership LEAs provide examples of evaluation structures from which other districts can learn. Clovis Unified currently evaluates all permanent certificated employees once annually. All probationary and temporary employees are evaluated twice annually. Additionally, Clovis provides a model for teacher and principal evaluation that utilizes multiple measures including school performance. The Clovis Assessment System for Sustained Improvement (CLASSI) and the Administrative Management Performance Appraisal are described in detail in Appendix D2iii.I. Fresno Unified utilizes the Skillful Leader Professional Learning for administrators (see Appendix D2iii.II), which focuses on providing timely feedback through ongoing, skillful supervision and evaluation.

This lack of effective evaluation clearly calls for a change that will include training school leaders on the use of the MME framework. Consequently, the State has set a goal that **by school year 2011-12, 100% of school leaders (principals and administrators) will receive annual training on how to conduct high-quality evaluations, and 100% of teachers will receive training on what to expect through the evaluation process** (Projects D2-B and C).

⁵⁷ Ibid.

⁵⁸ Assembly Bill 1X (Chapter 4, Statutes of 1999 and EC 44505) established the California Peer Assistance and Review (PAR) Program for teachers. This program was developed to assist teachers with unsatisfactory performance reviews. Exemplary teachers become mentors and provide assistance and support in subject matter knowledge, teaching strategies, or both. This locally negotiated program provides for the development of a review board to which PAR mentors report. The review board makes the final employment recommendations for participants.

Staff will also be trained on developing teacher and leader pathways based on evaluations. To facilitate this process, the Race to the Top Implementation Team will provide initial training to participating LEA leaders (i.e., Assistant Superintendents, RttT-funded instructional coaches, and school leaders). These leaders will provide the trainings for all staff in their districts—including district-level administrators; principals; and other school leaders, including teacher leaders.

LEAs will be establishing new processes which involve using student growth data, principal observations, focusing on teacher skill levels in a variety of areas, and incorporating additional locally developed measures. To establish trust and engagement, and to set the stage for success by creating familiarity with new processes, trainings will be provided before the full evaluation system is fully implemented. Participating LEAs will be able to use evolving evaluation processes as models to introduce teachers and leaders to new methods. By developing and supporting training programs and quality control procedures, the State will ensure reliable, and consistent implementation.

(D)(2)(iv) Use these evaluations, at a minimum, to inform decisions

California knows that evaluation and professional development are essential to ensuring a great teacher in every classroom and a great leader at every school. Therefore, participating LEAs have agreed to a series of steps that will provide a focus for evaluation and professional development, as well as a method for recognizing outstanding work by individual teachers and leaders. These include:

(a) Developing teachers and principals

Most of the participating LEAs and all of the Leadership LEAs already participate in the State's Beginning Teacher Support and Assessment (BTSA) program (see Appendix D2iv.I for an overview), which is designed to support new teachers during their first year of work and during the induction process. Evaluations of BTSA programs across the state show overall satisfaction with the program's elements, including the matching of new teachers with more experienced teacher mentors.⁵⁹ Districts will continue to build on the successes of their BTSA programs by incorporating the MME System to provide feedback to new teachers. LEAs can

⁵⁹ Mitchell, D., Scott-Hendrick, L. et al. (2007) *Beginning Teacher Support and Assessment and Intern Alternative Certification Evaluation Study: Technical Report*. Riverside, CA: University of California, Riverside.

follow LAUSD’s example for new and developing administrators by providing structured training to develop the knowledge and skills necessary for success (see Appendix D2iv.II for a description).

Additionally, using the rating areas defined by the LEA (Section (D)(2)(i)) and the locally developed evaluation system, **LEAs will identify those teachers and leaders in need of additional professional development and those highly effective teachers and leaders who may be eligible for additional compensation or a promotion.** The evaluation system will identify specific areas of strengths and weakness in order to more effectively target professional development, with the overarching goal of improving student achievement. LEAs will establish a system of graduated interventions and supports as soon as a teacher or principal is identified as ineffective, up to the conclusion of a two-year period. It is expected that a teacher or principal will not remain ineffective for more than two years—either because improvement will be made, or because s/he will have been removed from the position. (Consequences for receiving an “unsatisfactory/ineffective” rating and strategies for addressing it over a two-year period are described in Section (D)(2)(iv)(d) and (D)(5)(i).) Strategies employed as part of this intervention and support period may include Peer Assistance and Review and/or other approaches, as defined by the LEA. Approaches that leverage the expertise and coaching of experienced mentor teachers will be highly favored.

(b) Compensating, promoting, and retaining teachers and principals

Recognizing the importance of supporting those teachers and leaders who are making a difference for students, LEAs will also use the MME system ratings to identify those highly effective teachers and leaders. Participating LEAs have set the following goal: By school year 2013-14, **all promotions to instructional leadership positions will require a track record of effectiveness as determined in evaluation ratings** (Project D2-E). In order to support the dissemination of effective practices, only those teachers or principals who are identified as “effective” or “highly effective” will be considered for promotion to leadership positions, with priority given to those who receive “highly effective” ratings. LEAs will also establish clear Teacher Leader Pathways (Project D2-E) available to effective and highly effective teachers, enabling accelerated provision of additional advancement opportunities to highly effective teachers. This may include opportunities for highly effective teachers to step into a Teacher Leader role in a specific focus area, such as data coaching, professional development, or other

areas of need. Principals will only be approved for transfer to high-need schools if they receive an effective or highly effective rating.

Compensation decisions will also be informed by the MME. In order to inform processes and ensure development of sound systems, five competitive grants will be awarded to LEAs to fund school sites plans that pilot alternative compensation approaches for teachers/leaders in their schools (Projects D2-G and H). Funds will be used either to compensate teachers who participate in programs or as bridge financing to pay for the cost of implementing the new compensation. Alternative compensation for teachers and principals may include individual bonuses based on effectiveness, or development of alternative pay scales based on effectiveness rather than years of experience or credentials.

Additionally, LEAs will work to implement **Site-Based Alternative Compensation models** based on school effectiveness data (Project D2-G). The intent of this program is to generate learnings that include innovative best practices which can be shared and scaled up. We are already learning from the Leadership LEAs in California that are currently exploring approaches to alternative compensation. For example, San Francisco Unified has worked with its teachers union to identify measures of student growth at a school level that, if met, result in additional compensation for a school site.

From this work, we will look to participating LEAs to direct resources to schools with a track record of raising achievement for all children and closing achievement gaps. LEAs can identify schools that will be eligible to receive site-based alternative compensation. Selection can reward school site work in reaching an LEA-defined goal. Goals may include improving or maintaining student growth (as defined by the TAC identified in (D)(2)(i)) for high-need populations and/or in high-need schools. The schools would have the flexibility to spend the funds for any educational purpose, including stipends for teachers, or materials and supplies that can improve the learning environment. Districts can follow a model developed by New Leaders for New Schools, the Effective Practice Incentive Community (EPIC) program, which provides additional money for documenting best practices so that they can be shared effectively with other schools.

As this area develops, LEAs will be better able to identify and reward the work of effective and highly effective teachers and leaders as they ensure the success of all students.

(c) Whether to grant tenure and/or full certification to teachers and principals

For too long, too many children have been relegated to classrooms where ineffective teachers are guaranteed a position due to tenure. The participating LEAs are committed to changing this culture by changing the approach to granting tenure through the use of data and expanded professional development opportunities. To that end, **by school year 2013-14, 100% of tenure decisions will be based on evaluations of performance and effectiveness.** Putting into practice the training on using the MME system that principals will receive, principals must employ their ability to evaluate teacher effectiveness in order to make data-informed decisions. In so doing, LEAs will need to make decisions to grant tenure only when teachers have been rated as effective or highly effective, as measured by the LEA's MME System. Fresno Unified currently uses multiple measures, including student achievement data, to make decisions on granting tenure (see Appendix D2ii.IV). Similarly, LEA leaders will make decisions on whether or not to maintain principals in their positions after a process of thorough evaluation. This approach requires LEAs to share all relevant evaluation data with both teachers and principals, and it should result in LEAs affirmatively granting tenure only to those teachers whose ratings are effective or highly effective. LAUSD will be implementing this approach per the recommendations of the LAUSD Teacher Effectiveness Task Force (see Section (D)(2)(ii)). Participating LEAs agree that no teacher will be granted tenure if found to be ineffective for two consecutive years. Throughout the development and implementation of these new systems, LEAs will work with bargaining units to ensure transparency in the evaluation and tenure process. This gives teachers and administrators the opportunity to address areas where support is needed, with the goal that every teacher who receives tenure will meet the standard of ensuring a great teacher in every classroom.

(d) Removing ineffective tenured and untenured teachers and principals

Continuing to employ teachers and leaders who are deemed ineffective, even after they have received focused professional development and support, puts children in those classrooms and schools at a disadvantage. To address this issue, participating LEAs will set board policy as allowed in EC 44660, and will work with collective bargaining units to make changes to agreements, ensuring that the described approaches to evaluation, promotion, and dismissal will be implemented. This will allow participating LEAs to fulfill their commitment **to removing those untenured teachers who have not demonstrated effectiveness as measured by the MME by the end of their second year. Tenured teachers who receive a rating of ineffective**

twice in a two-year period while serving in a participating LEA will be removed from the position, subject to due process rights (Project D2-F). As indicated, an evaluation that results in an “ineffective” rating will trigger graduated supports and professional development for the teacher or principal (see Section D5 for further description of professional development approaches). Likewise, **principals who receive a rating of ineffective twice while in the district will be removed from their position.**

To support principals and other LEA leaders evaluating staff, LEAs will develop easy-to-read teacher evaluation dashboards using the California Education Data Portal (as described in Section C2). These dashboards will offer administrators and principals a view of teacher evaluation ratings spanning their entire time in the district. The dashboards will flag teachers with performance issues so that interventions and supports can be offered, and so that transparent conversations between principals and teachers can take place.

All participating LEAs have made strong commitments to 1) using data to improve practice; and 2) focusing supports on enhancing and ensuring the effectiveness of teachers and leaders. This group will not shy away from recognizing excellence and eliminating ineffectiveness. These approaches will be critical in ensuring the equitable distribution of effective teachers and principals.

Table 6						
Performance Measures		Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).						
Criteria	General goals to be provided at time of application:	Baseline data and annual targets				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).	N/A	N/A	>20%	>60%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	N/A	N/A	>20%	>60%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	N/A	N/A	>20%	>60%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:					
(D)(2)(iv)(a)	Developing teachers and principals.	N/A	N/A	>20%	>60%	100%
(D)(2)(iv)(b)	Compensating teachers and principals.	N/A	N/A	N/A	>5%*	>5%*
(D)(2)(iv)(b)	Promoting teachers and principals.	N/A	N/A	N/A	>60%	100%
(D)(2)(iv)(b)	Retaining effective teachers and principals.	N/A	N/A	N/A	>60%	100%
(D)(2)(iv)(c)	Granting tenure and/or full certification (where applicable) to teachers and principals.	N/A	N/A	N/A	>60%	100%

Table 6						
Performance Measures		Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).						
(D)(2)(iv)(d)	Removing ineffective tenured and untenured teachers and principals.	N/A	N/A	>20%	>60%	100%
(D)(2)(iv)(d)	To inform the renewal of probationary teachers and all principals?	N/A	N/A	>20%	>60%	100%
(D)(2)(iv)(d)	To inform dismissals of non-probationary teachers?	N/A	N/A	>20%	>60%	100%
* Site-based alternative compensation models will be piloted as part of the State's Race to the Top plan.						
General data to be provided at time of application:						
Total number of participating LEAs.		302				
Total number of principals in participating LEAs.		2,390				
Total number of teachers in participating LEAs.		86,686				
Source: CDE; Where teacher counts were not available, number of teacher count is based on 25 students: 1 teacher ratio						

(D)(3) Ensuring equitable distribution of effective teachers and principals

As described in Section (D2), the State, in collaboration with participating LEAs, will develop a definition of teacher and principal effectiveness. They will use multiple measures based on the California Standards for the Teaching Profession (for teacher evaluations) and the Professional Standards for Educational Leaders (for principal evaluations). This focus will provide participating LEAs with a structure for redesigning methods of teacher and principal assignment using the *effectiveness* metric rather than the current, outmoded criteria of *years of experience* or *credentials held*. With support from RttT, the State and participating LEAs will conduct that redesign, evaluate teacher and principal effectiveness, and either develop new systems or use existing ones to track teacher and leader distribution.

(D)(3)(i) Ensuring equitable distribution in high-poverty or high-minority schools

The State has been tracking the equitable distribution of teachers for over a decade using the only available indicators which, to date, have been based on “inputs,” such as credentials, rather than “outputs,” such as effectiveness (see Appendix D3i.I for a description of current programs designed to address equitable distribution.). Accordingly, the Center for the Future of Teaching and Learning tracks teacher distribution based on credentials or a lack thereof. The most recent study shows that students in California’s lowest-achieving schools (bottom quartile) are five times as likely to have a teacher without a full credential as students in the highest-achieving schools (top quartile).⁶⁰ The practical impact of having so many new teachers in a seniority-based system was brought to light in a recent lawsuit. The ACLU brought a civil rights lawsuit based on the disproportionate impact seniority-only layoffs have on high-poverty schools with children of color. The Governor and the State Board of Education are supporting this lawsuit and standing for the civil rights of these students. The court recently granted an injunction preventing these disproportionate layoffs in three schools in LAUSD. Legislative support also exists for this approach, as demonstrated through the recent introduction of SB 955 (Huff) (see Appendix D3i.II), which would make changes to existing state law by allowing districts to consider performance ratings when making *reduction in force* decisions. SB 955

⁶⁰ Woodworth, K., Bland, J., Guha, R., Shields, P., Wechsler, M., Tiffany-Morales, J., & Tse, V. (2009). *The status of the teaching profession 2009: Full report*. Santa Cruz, CA: The Center for the Future of Teaching and Learning.

passed out of committee with bipartisan support. The RttT plan calls for the formation of a Blue Ribbon Panel led by the Governor to explore further legislative changes.

High-need schools can also suffer from frequent changes of leadership. According to reports which use the currently available indicators for tracking the equitable distribution of leaders, substantial work is needed to ensure more equitable distribution of these leaders.⁶¹

To combat this inequity, the State has set the following goal: **By school year 2013-14, high-poverty, underperforming schools will have teacher retention rates equal to or greater than the other schools within their district.** This will require new data collection. As indicated, California has the ability to track teacher assignment, but it needs to track retention more effectively in order to identify those sites that have high rates of teacher turnover. To that end, the State –in partnership with participating LEAs– will **develop systems for tracking teacher retention by school site, with baseline data available by the end of school year 2010-11, and annual data available thereafter. This data will be published in the LEA’s data dashboard, developed using the California Education Data Portal.** This data will include the number of years teachers have been at a site and the percent of teachers with less than three years of overall experience. Clovis Unified, a Leadership LEA, has developed extensive data tables for use when reviewing and evaluating its teachers and administrators. Clovis reviews a teacher’s credentials and the master schedule data, as well as a teacher’s experience level, to assess the equitable distribution of highly qualified, experienced teachers at both high- and low-poverty school sites. They also evaluate whether or not teachers are meeting NCLB standards. For those teachers not meeting NCLB requirements, an individual Teacher Action Plan is prepared and reviewed annually to monitor actions taken and progress toward compliance.

To address and reverse high levels of attrition in high-poverty schools, California proposes the Initiative to Recruit/Retain Teachers and Leaders in High-poverty, High-minority Schools (D3-A). Through this initiative, LEAs will provide monetary incentives and monitor and improve working conditions in order to retain staff; they will also look at options such as an extended work day or year to allow for greater teacher and leader support. The RttT

⁶¹ Fuller, B., Loeb, S., Arshan, N., Chen, A., & Yi, S. (2007). *California principals’ resources: Acquisition, deployment and barriers*. Stanford, CA: Institute for Research on Education Policy and Practice, Stanford University.

Implementation Team will work with experts in the field, such as the New Teacher Center,⁶² to launch an annual *working conditions survey* (Project D3-B) for staff and principals that will include school climate. This survey will be administered, at a minimum, in high-need schools to allow LEAs to monitor and improve working conditions in order to retain staff. Clovis Unified, San Francisco Unified, and Sanger Unified currently administer working conditions surveys and will support other districts in their implementation. Additionally, when effective teachers leave, the LEAs will conduct exit interviews, and ensure that principals and other administrators receive this information, to identify and address reasons for attrition (Project D2-D). Throughout this process, LEAs will provide feedback to the TAC to allow districts to learn from each other, share common measures, and ultimately provide the ability to do environmental scans across districts (Projects D2-A and D3-B).

As participating LEAs identify effective and highly effective teachers and leaders, districts will work with bargaining units to devise a compensation system that provides annual incentives for highly effective teachers and leaders who serve in high-need schools, including providing extra pay for additional work in these schools. One Leadership LEA, San Francisco Unified, has developed a creative approach to providing financial and other incentives targeted for high-need schools and high-need subjects—funding those incentives with a local parcel tax (see Appendix D3i.III). Teachers in schools identified as “hard-to-staff” receive extra pay for the extra work they do in those school sites. Those teachers who teach hard-to-staff subjects also receive stipends, in addition to the hard-to-staff school stipend. Other Leadership LEAs are working with bargaining units to explore additional innovative approaches to providing incentives.

In addition to supporting the placement of effective teachers in high-need schools, LEAs must also ensure that these schools do not suffer from chronic exposure to entrenched, ineffective teachers. As in other schools, the evaluation model described in Section D(2) will ensure that 1) poorly performing teachers receive immediate intervention when they are identified; and 2) if they do not improve, they will be removed from the classroom within two years. Teachers who have received unsatisfactory ratings will not be allowed to transfer into

⁶² Maddock, A., Sioberg, A., & Hirsch, E. (2010) *Understanding and Improving Teacher Working Conditions An Activity Guide for North Carolina School District Leaders*. Santa Cruz, CA: New Teacher Center.

high-need schools. Sanger Unified’s collective bargaining agreement allows the LEA to move teachers due to school or LEA need. Although it has never had the need to move highly effective teachers, it has removed ineffective teachers from classrooms.

Further, the State proposes to work with LEAs to identify effective new teachers who attended Institutions of Higher Education (IHEs) or chose alternative paths for credentialing, as well as experienced, effective district teachers, all of whom will be recruited for positions in high-poverty, underperforming schools. (See Section D4 for further description of the IHE Partnership Development Initiative - Project D4-A). In developing this approach, **participating LEAs containing those schools identified as the lowest performing 5% in the state will commit to ensuring that open positions in these schools are filled with teachers who have demonstrated effectiveness in the classroom.** Both newly recruited and existing teachers will receive incentives to transfer to or remain in hard-to-staff schools. These incentives could include additional pay and specialized professional development, as well as supervision to ensure they are receiving the supports necessary (such as those identified in the working conditions survey) to maintain their effectiveness (Project D-3A). Districts could also choose to work with non-profit partners such as Teach for America or the New Teacher Project, as San Francisco Unified has chosen to do (see Appendix D3i.IV). Other options for districts include offering an extended work day or year in order to allow for greater teacher and leader support, including professional development, common planning time, increased instructional time for students, and placement of additional coaches on the school site.

One promising approach builds on the Urban Teaching Residency program proposed by San Francisco in a recent i3 application, and similar efforts in LAUSD that will be implemented beginning with the 2010-2011 school year (Appendix D3i.V). This model integrates masters level coursework with a full year apprenticeship alongside accomplished teachers (known as “demonstration teachers”) in urban classrooms before students become “teachers of record” the following year.

Fresno Unified has developed a system that allows underperforming schools to have preferential access to all newly hired fully-credentialed teachers. It also employs multiple measures to ensure that teachers are strategically placed at underperforming schools. Measures include years of experience, record of impact on student achievement, and the ability and predisposition to work well with colleagues in professional learning communities.

San Francisco Unified School District (SFUSD) began a focused effort in 2007 to offer additional support and professional development opportunities when recruiting high-quality candidates for hard-to-staff schools (see Appendix D3i.IV). In partnership with The New Teacher Project, SFUSD has increased the pool of applicants to make the hiring process more selective in these schools. Over the past three years, candidates hired in SFUSD's hard-to-staff schools have had a 3.4 grade point average, 47% of newly hired teachers held advanced degrees, and over 90% were fully credentialed or highly-qualified interns. No vacancies remained unfilled at the beginning of the 2009-2010 school year, and retention was up to 85% (as compared to 75% in 2006).

In addition to needing effective teachers, high-need schools need effective leaders. Research tells us that one of the biggest factors in retaining effective teachers in particular schools is the presence of an effective leader. A study by the Center for Teacher Quality found that “poor school leadership plays a significant role in teachers deciding to leave. Forty-two percent of dissatisfied leavers said they left (or planned to leave) because of an unsupportive/ineffective principal.”⁶³ Similar to the approach being proposed to attract and retain teachers in underperforming schools, LEAs will work with IHEs to build a pool of effective principals who have the skills to work in underperforming schools (Project D4-A). Another approach is for LEAs to develop partnerships with other organizations/providers (e.g., New Leaders for New Schools) to support principal sourcing, development, and placement (see Appendix D2iv.II for a description of LAUSD's approach). LEAs will work within their districts to project leadership needs and identify promising candidates to move into these positions, while also recruiting from outside their districts, with the overall goal of **placing and retaining effective principals in 100% of high-poverty and underperforming schools in each participating LEA.**

As with teacher recruitment and replacement, experienced and effective principals will be provided with incentives for working in these high-need schools (Project D3-A). LEAs will also have the ability to provide flexibility, autonomy, and support to effective leaders, which may include hiring priority and budget autonomy. LEAs should also provide aspiring, new, and

⁶³ Futernick, K. (2007). *A possible dream: Retaining California's teachers so all students learn*. Sacramento: California State University.

veteran leaders with support and professional development programs in the form of instructional coaching opportunities, leadership academies, transition-to-leadership courses, and/or professional learning communities (Project D4-B).

To further facilitate recruiting, evaluation, succession planning and professional learning, **each LEA will have a standards/competency-centered, integrated talent management system (Project D5-A) in place by school year 2013-14.** Learning from successful models like Fresno's talent management system (see description in Appendix D2ii.V), and from best practices of other LEAs, participating LEAs will develop leadership standards/competency models and build LEA data systems that will project leadership staffing needs and enable streamlined talent management. These models and data systems will enable LEAs to project and plan for the support needed to develop expanded opportunities and career pathways for those teachers and leaders identified as most effective in their roles. These systems will also assist principals with staff planning, vacancy forecasting, and assignment. LEAs or schools who need support in implementing effective staffing and hiring practices will work with Leadership LEAs and/or nonprofit leaders in the field.

Table 6.5

Performance Measures for (D)(3)(i)	Baseline data and annual targets	2010-11	2011-12	2012-13	2013-14
General goals to be provided at time of application:					
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	N/A	10% in pilot schools	15.0%	20.0%	>20%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	N/A	12% in pilot schools	15.0%	18.0%	>20%
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	N/A	18% in pilot schools	15.0%	12.0%	<10%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	N/A	15% in pilot schools	15.0%	12.0%	<10%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	N/A	25% in pilot schools	30.0%	35.0%	40.0%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	N/A	25% in pilot schools	30.0%	35.0%	40.0%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	N/A	20% in pilot schools	20.0%	15.0%	<10%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	N/A	20% in pilot schools	20.0%	15.0%	<10%

Table 6.5

Rationale for rating system for evaluations which impact targets and vice versa:

During the 13 month process in 2010-11, LEAs will develop their evaluation systems, which will be based at least 30% on the student growth model developed by the by the Technical Advisory Committee (TAC) and the TAC's recommendations for multiple measures. All of the language and the rubric will be part of the 13 month process in collaboration with local collective bargaining units and stakeholder groups. Districts will be required to define Highly Effective, Effective, Developing and Unsatisfactory/Ineffective ratings in their evaluation systems. During 2010-11, select Leadership LEAs will pilot multiple measure evaluations and will inform the Technical Advisory Committee's research and recommendations. The 4-rating evaluation systems will drive decisions around development, retention, promotion and incentive pay, among other decisions. The targets set in this criteria are oriented around 2 goals:

Goal #1: 80% of teachers in participating LEAs are Highly Effective and Effective, combined, with no more than 10% of teachers in Unsatisfactory/Ineffective by 2013-14

Goal #2: Use Highly Effective (#1 below) to identify the 20%+ in the organization for succession planning, incentives to low performing schools, etc.

1. Highly Effective – While this rating does not currently exist in most LEAs in California, federal government language often defines Highly Effective as a high bar which could be defined as moving students at least 2 grade levels if they come to them far below or below grade level (i.e. closing the achievement gap). This rating in California's participating LEAs' data query/talent management would drive decisions for teacher and leader pathways (teacher leaders, summer work, coaches, mentors, promotions, move to underperforming schools, etc). As such, targets set in this criteria are based on the assumption that performance and results achieved always exceed or far exceeds the standards and expectations and is at least the top 20% of teachers/leaders

2. Effective – While this rating does not currently exist in most LEAs in California, federal government language often defines Effective as teachers/principals whose students do not lose progress, stay on grade level and students Far Below Basic, Below Basic, or Basic move at least a grade level. The targets set in this criteria are based on the assumption that a high percentage of Participating Leas' teachers and principals should and would fall in this category and that performance consistently/frequently meets standards and occasionally exceeds standards

3. Developing – This category could be identified as struggling teachers whose performance does not consistently meet standards OR minimally meets standards and needs to develop for continued success; developmental plans will be provided under RtT plans. The targets set in this criteria assume a goal that no more than 10% of teachers / principals will be in this category by 2013-14

4. Unsatisfactory/Ineffective– California's Participating LEAs have more clarity on this rating given the definition of Unsatisfactory Performance in Ed Code. This category includes teachers/principals who do not meet standards and for whom development plans are required under RtT plans. The targets set in this criteria assume a goal that no more than 10% of teachers / principals will be in this category by 2013-14

Note: Pilot schools include select Leadership LEAs who will pilot multiple measures in 2010-11 and feed best practices and results to the Technical Advisory Committee (TAC); Leader targets assume higher standards; Leader targets in 2010-11 pilot and 2011-12 are set with the assumption that pipeline development efforts will be implemented during this time to help develop great leaders to backfill and replace ineffective leaders

Table 6.5

General data to be provided at time of application:		
Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).	3,874	
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	3,295	
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	103,033	
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	86,691	
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	3,298	
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	1,503	

(D)(3)(ii) Increase the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas

Upon examining a variety of key indicators regarding teacher shortages in particular subjects and specialty areas, a high need for effective teachers in areas such as supporting English Language Learners and teaching special education instruction emerges. Data on short-term staff permits issued by subject area confirms this and indicates that science, mathematics, and special education teachers are in short supply in California.⁶⁴

To begin to address those specific staffing needs, participating **LEAs will develop a set of strategies to ensure that all hard-to-fill subject positions are filled, especially those in high-poverty schools.** In the same way that general teaching positions in high-need schools will be filled, LEAs will work with bargaining units to provide incentives for recruiting and retaining effective teachers in hard-to-staff subjects. One approach for providing incentives for teachers to transfer into high-need areas could involve providing tuition assistance to effective teachers who are working toward an additional credential in a high-need area. Additionally, LEAs may offer additional support to teachers in hard-to-staff subject areas in the form of professional development, common planning time, or access to a cadre of same-subject area peers and mentors (Project D3-C).

Working with IHEs, the participating LEAs will establish programs designed to build a pool of teachers prepared to teach hard-to-staff subject areas including Science, Technology, Engineering and Math (STEM). RttT will support one such project, the California State University Mathematics and Science Teacher Initiative (see Section P2). (See Appendix D1iii.I for a description of the initiative.) California State University (CSU) is the largest producer of math and science teachers – preparing close to half of all new teachers in these fields. Begun in 2004-05, the CSU Initiative includes (1) recruitment of new students into the teaching field; (2) increasing production through new credential pathways; (3) financial support to attract outstanding candidates and to facilitate credential completion; (4) community college program alignment; (5) online resources and preparation; (6) partnerships with federal labs and industry;

⁶⁴ California Commission on Teacher Credentialing. (2009). *Teacher supply in California: A report to the Legislature. Annual report 2007-08*. Retrieved November 4, 2009, from http://www.ctc.ca.gov/reports/TS_2007-2008_AnnualRpt.pdf

and (7) identification of the most successful approaches to replicate on other campuses. As a result of this focused approach, the growth from 2003 to 2008-09 has been significant, —an increase of 80%—from 768 to 1,367. These teachers are working in high-need schools, with 49% teaching in schools where more than half of the students are living in poverty, and more than 70% teaching in schools where one-fourth or more of the students are living in poverty.⁶⁵

University of California has also recognized the need for more trained math and science teachers. It has responded by developing CalTeach, to increase the number of trained math and science teachers, (see Appendix D1iii.I), which has identified the following goals:

- ✓ Creating multiple pathways for students to explore the possibility of teaching;
- ✓ Expanding the capacity of the state’s teacher preparation programs to accommodate these students; and
- ✓ Strengthening the quality of teacher preparation programs to assure deep subject matter content knowledge and strong pedagogical skills.⁶⁶

Additional work being done by CSU to meet the need for elementary and middle school science teachers is demonstrated in its offering a Foundational Level General Science (FLGS) teacher credential program designed to increase these teachers’ confidence in their ability to teach science, technology, engineering and mathematics (STEM). (See Appendix S.XII.) The availability of this new credential addresses problems uncovered by a recent study which indicates that 80% of the students in grades K-5 are receiving less than an hour per week of science instruction, with 16% of the students receiving no science instruction at all. Many K-6 teachers rate themselves as substantially less prepared to teach science than mathematics or reading, and the limited preparation that elementary teachers receive during their pre-service programs is cited as a major reason for their reluctance to teach science. The FLGS credential program directly addresses the pre-service preparation issue. Furthermore, the program includes community college pathways – clear course-taking patterns that will allow community college students to transfer to four-year degree and credential programs offered by the CSU campuses – ensuring that potential future teachers can engage in science early in their education. Funding

⁶⁵ California State University. (2010). *Report to the Governor and Legislature April 10, 2010*.

⁶⁶ University of California Fact Sheet. Accessed 5/16/10 from <http://www.universityofcalifornia.edu/academics/1000teachers/factsheet.pdf>.

from the RttT STEM Initiative will help offset the cost of developing four online modules so that CSU can offer online support to teachers who want to access the FLGS credential program. This online access will follow the structure and build upon the successful model created by the CSU CalState TEACH program in which participants utilize a course website to access curriculum materials, activity discussion rooms, important resource materials, and technology support. They interact with their assigned CSU faculty member by e-mail and in face-to-face meetings at set times/locations.

In other areas, the RttT Implementation Team will explore options that would reduce barriers to entry into the special education profession, such as integrating special education units into general education credentialing programs. Such a change would require course changes and the agreement of the California Teacher Credentialing Commission; however, it would result in greatly expanded options for hiring teachers trained in this critical area.

Specialized support for teachers in hard-to-staff subject areas will be provided by LEAs in order to retain those teachers. For example, San Francisco Unified provides opportunities for teachers in the Mandarin immersion program (a multi-site program) to participate in an equity-centered professional learning community that is specifically designed to address issues they face. These kinds of strategies will allow **participating LEAs to work toward a common goal of retaining effective teachers in hard-to-staff subject areas at the same rate as other teachers in their district.**

Throughout this section, exemplary practices that ensure equitable distribution of teachers and leaders have been showcased and proposed. These practices will continue to benefit from LEAs working with IHEs to further develop the teacher and leader pipeline.

Table 7					
Performance Measures for (D)(3)(ii) <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of mathematics teachers who were evaluated as effective or better.	N/A	65% in pilot schools	70.0%	75.0%	>80%
Percentage of science teachers who were evaluated as effective or better.	N/A	65% in pilot schools	70.0%	75.0%	>80%
Percentage of special education teachers who were evaluated as effective or better.	N/A	65% in pilot schools	70.0%	75.0%	>80%*
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	N/A	65% in pilot schools	70.0%	75.0%	>80%

Table 7 (continued)

Rationale for rating system for evaluations which impact targets and vice versa:

During the 13 month process in 2010-11, LEAs will develop their evaluation systems, which will be based at least 30% on the student growth model developed by the by the Technical Advisory Committee (TAC) and the TAC's recommendations for multiple measures. All of the language and the rubric will be part of the 13 month process in collaboration with local collective bargaining units and stakeholder groups. Districts will be required to define Highly Effective, Effective, Developing and Unsatisfactory/Ineffective ratings in their evaluation systems. During 2010-11, select Leadership LEAs will pilot multiple measure evaluations and will inform the Technical Advisory Committee's research and recommendations. The 4-rating evaluation systems will drive decisions around development, retention, promotion and incentive pay, among other decisions. The targets set in this criteria are oriented around 2 goals:

Goal #1: 80% of teachers in participating LEAs are Highly Effective and Effective, combined, with no more than 10% of teachers in Unsatisfactory/Ineffective by 2013-14

Goal #2: Use Highly effective (#1 below) to identify the top 30-40% in the organization for succession planning, incentives to low performing schools, etc.

1. Highly Effective – While this rating does not currently exist in most LEAs in California, federal government language often defines Highly Effective as a high bar which could be defined as moving students at least 2 grade levels if they come to them far below or below grade level (i.e. closing the achievement gap). This rating in California's participating LEAs' data query/talent management would drive decisions for teacher and leader pathways (teacher leaders, summer work, coaches, mentors, promotions, move to underperforming schools, etc). As such, targets set in this criteria are based on the assumption that performance and results achieved always exceed or far exceeds the standards and expectations and is the top 30-40% of teachers/leaders

2. Effective – While this rating does not currently exist in most LEAs in California, federal government language often defines Effective as teachers/principals whose students do not lose progress, stay on grade level and students FBB or Basic move at least a grade level. The targets set in this criteria are based on the assumption that a high percentage of Participating Leas' teachers and principals should and would fall in this category and that performance consistently/frequently meets standards and occasionally exceeds standards

3. Developing – This category could be identified as struggling teachers whose performance does not consistently meet standards OR minimally meets standards and needs to develop for continued success; developmental plans will be provided under RtT plans. The targets set in this criteria assume a goal that no more than 10% of teachers / principals will be in this category by 2013-14

4. Unsatisfactory/Ineffective– California's Participating LEAs have more clarity on this rating given the definition of Unsatisfactory Performance in Ed Code. This category includes teachers/principals who do not meet standards and for whom development plans are required under RtT plans. The targets set in this criteria assume a goal that no more than 10% of teachers / principals will be in this category by 2013-14

Note: Pilot schools include select Leadership LEAs who will pilot multiple measures in 2010-11 and feed best practices and results to the Technical Advisory Committee (TAC); Leader targets assume higher standards; Leader targets in 2010-11 pilot and 2011-2012 are set with the assumption that pipeline development efforts will be implemented during this time to help develop great leaders to backfill and replace ineffective leaders

General data to be provided at time of application:					
Total number of mathematics teachers.	7,866				
Total number of science teachers.	6,258				
Total number of special education teachers.	7,989				
Total number of teachers in language instruction educational programs.	2,038				

Note: Per the instruction, the data above is for participating LEAs only. Source: CDE CBEDS 2008-09, <http://www.cde.ca.gov/ds/ss/cb/>

(D)(4) Improving the effectiveness of teacher and principal preparation programs

California's students rely heavily on teacher and principal preparation programs to prepare great teachers for their classrooms and great leaders for their schools. Due to enrollment growth in the first decade of the new century, more than one million students per year were taught reading, writing, math and/or science by first-year and second-year teachers. The success of this state's education reforms depends heavily on excellence in preparing teachers and leaders. To that end, California **will continue to improve the effectiveness of teacher and principal preparation programs** to better serve the needs of those who wish to become teachers and leaders, and ultimately to better serve the children of California.

California has had the foresight and good fortune to create a multitude of public IHEs; the University of California (UC) system and the California State University (CSU) system together serve over half a million students in campuses across the state. CSU prepares over fifty percent of the state's teachers,⁶⁷ and it has annually evaluated the outcomes of all CSU teacher education programs for nine years, reported program results for seven years, and held campuses accountable for demonstrated program improvements for five years. The ongoing results of this initiative show significant gains in program effectiveness in reading, writing, math and science instruction at all levels, as a result of substantive and extensive strengthening of university coursework and school-based fieldwork.

Most recently, CSU started the process for developing an assessment system for determining the value added by each teacher credentialing program, based in significant part on student achievement and growth data. The CSU Center for Teacher Quality (CTQ), currently funded by the Carnegie Corporation, is conducting a study that tracks student achievement and growth data linked to several thousand first- and second-year teachers who have graduated from CSU programs. This data will enable them to assess and improve the impact of CSU's teacher credentialing programs. RttT funding will enable their pilot study to be expanded (Project D4-A). The CTQ pilot study focuses on new CSU teacher credentialing programs and on teachers

⁶⁷ California Commission on Teacher Credentialing. (2009). *Teacher supply in California: A report to the Legislature. Annual report 2007-08*. Retrieved November 4, 2009, from http://www.ctc.ca.gov/reports/TS_2007-2008_AnnualRpt.pdf.

currently working in five of California's largest urban school districts. Preliminary analysis shows that the level of teacher preparedness is a significant factor in students' academic growth in reading, language and math. An initial report states, "As these factors account for substantial amounts of learning, even a tentative finding suggests that CSU campuses may be in a position to contribute substantially to improvements in K-12 learning by improving and expanding their effectiveness in preparing new teachers."⁶⁸

California has obtained signed MOUs from all four of its college and university systems, public and private.⁶⁹ IHEs have agreed to participate in the IHE Partnership Development Initiative (D4-A), which has two main components. First, LEAs will receive funding to establish Joint Power Authorities (JPAs) or to establish partnerships with community-based organizations and IHE's. These partnerships will support the recruitment and training of new teachers through residency programs and other alternative pathways, with the promise of placing these teachers in high-need schools or subjects. The California Excellence Corps, a proposed collaboration between select universities and participating LEAs, is an example of such a partnership. The Corps would provide funding for IHE students in exchange for their substantial input into redesigning the student teacher experience, including designating accountability for certain outcomes. The goal would be to create a pipeline that connects candidates from these universities to those districts with highest-need schools or with gaps in key subject areas. The second component of the IHE Partnership Development Initiative will provide competitive grants to IHEs. These grants, totaling \$10 million, will be made available to IHEs by the RttT Implementation Team to expand recruiting efforts and the initiatives outlined in the IHE MOU.

(D)(4)(i) Link student data to teachers and principals and to their in-state preparation programs

RttT funds will cover the development costs of the CSU data systems (see Project Data Systems Modules in Data Systems, Section (C)(2)). This project will enable CSU to 1) collect, maintain, and use data through a modernized system; 2) facilitate the development and use of

⁶⁸ Center for Teacher Quality. (2007). *Teacher preparation program evaluation based on K-12 student learning and performance assessments by school principals*. Sacramento. Retrieved May 18, 2009, from http://www.calstate.edu/teacherquality/documents/teacherprep_eval_results_principals_assessment.pdf.

⁶⁹ See Appendix A2iib.I for copy of the MOU and requirements.

inter-segmental data through modernized alignment with the data architectures of the CDE and the CCC; and 3) to initiate course equivalencies among CSU's 23 institutions in order to enable analysis, evaluation, and comparable reporting (Appendix D4i.I). All IHEs who have signed the MOU can apply for funding from the RttT Implementation Team. This funding will enable them to develop systems to upload data and access data dashboards, as described in Section (C)(2) of the application.

The agreements contained within the IHE MOUs represent a strong commitment to educational reform from California's teacher preparation programs. Contained in the MOU is an agreement between the **State and the IHEs to partner with all participating LEAs to link individual teacher and principal data to each teacher's or principal's primary school of preparation and year of completion by the fall of 2011.**

California Education Code currently requires the capture of information that links the credentialing entity with the credentialed teacher, although this data is not currently publicly available. In September 2012, CALTIDES will be operational and will collect this data. At that point, the Commission on Teacher Credentialing will be responsible for making the data publicly available. IHEs have agreed to work with the Leadership LEAs to make these **baseline data publicly accessible by spring 2013.** New data from participating districts will enable participating universities to reveal, in subsequent years, the qualities and features of teacher programs that yield the strongest learning gains by students of first- and second-year teachers. New data systems will need to be developed, and IHEs will work with the RttT Implementation Team and the State to create the systems and structures necessary to develop this unique approach to improving teacher, leader, and ultimately student performance.

Participating LEAs will contribute to this work by **continuing to share information with IHEs on the performance of IHE graduates to ensure the improvement of teacher preparation programs.** IHEs that prepare teachers will be key stakeholders in the development of the statewide longitudinal data system. As described in Section (C)(2), the Data Governance Team will consult with leaders from these institutions to ensure that data available on district dashboards will support reporting on the effectiveness of new teachers and the evaluation of teacher preparation programs. To that end, IHEs have agreed to use teacher effectiveness data to

examine their current program practices and make changes as appropriate.⁷⁰

(D)(4)(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals

Upon implementation of the statewide evaluation plan, the **State will use teacher and leader assessment results to inform decisions about preparation and credentialing options and programs.** (See (D)(4)(i) and (C)(2) for a description of the data systems that will enable this process.) The State's current accreditation process is based on strong standards, focuses on program outcomes, and draws on multiple sources of program effectiveness data. However, it does not currently use measures beyond program assessments conducted by new teachers and their employment supervisors, and the credentialing tests required of teachers as they work toward certification. The California Commission on Teacher Credentialing will continue to use all of these assessments as part of the program accreditation reviews. To strengthen this effort before California's RttT concludes, the State will add powerful new data on teacher effectiveness as evidence of individual program effectiveness. From those results, preparation programs in all institutions will revise policies and practices, as the CSU system has already begun to do. Highly effective preparation programs will be expected to expand, and less effective ones will be required to improve. To that end, IHEs have agreed to work with the State to **expand capacity in those preparation/credentialing options and programs that data show are successful at producing effective teachers and principals; they will also revise those options and programs that data show to be ineffective by school year 2013-14.**

IHEs will be critical partners in a variety of areas, most importantly the preparation of our next generation of teachers and leaders. But IHEs will also work with LEAs, serving as technical advisors for the provision of high-quality, focused professional development. They will collaborate with LEAs to develop content-driven professional development aligned with the CSTP, based on evaluation feedback (see Section (D)(5)). They will also collaborate with LEAs to develop subject matter institutes for long-term, ongoing professional development opportunities.⁷¹

⁷⁰ See Appendix D4i.II for CSU's plan to improve certification programs on the basis of K-12 learning gains.

⁷¹ An example of such a project would be working with the National Board Resource Center at Stanford which supports teachers seeking certification from The National Board for Professional Teaching Standards.

Table 8					
Performance Measures for (D)(4)	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Performance Measures					
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	N/A	N/A	N/A	100%	100%
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	N/A	N/A	N/A	100%	100%
General data to be provided at time of application:					
Total number of teacher credentialing programs in the State.	89				
Total number of principal credentialing programs in the State.	61				
Total number of teachers in the State.	309,322				
Total number of principals in the State.	8,561				
Source for total number of teacher credentialing programs in the State, which includes all Level I programs, Source for teacher and principal counts: CDE http://www.ctc.ca.gov/educator-prep/statistics/2008-06-stat.pdf . (Phase 1) Source for total number of principal credentialing programs in the State, which includes all Level I administrator preparation programs, http://www.ctc.ca.gov/educator-prep/statistics/2008-07-stat.pdf (Phase 1)					

(D)(5) Providing effective support to teachers and principals

California's teachers and principals work in classrooms and schools with highly diverse students who enter the classroom with a range of academic and social needs. A focus on improving teacher effectiveness requires a focus on increasing effective supports for teachers; the same holds true for principals. Despite its critical role, professional development is rarely informed by data or targeted to the specific needs of teachers or principals. All participating LEAs have taken on the challenge of systematically improving teaching and leading, and will use the multiple paths described throughout this application to raise the bar, including **providing effective, data-informed support and professional development**. Participating LEAs will accomplish this goal by establishing a structure that provides accountability for performance, and an infrastructure that is supported by robust evaluation systems.

(D)(5)(i) Provide effective, data-informed professional development

As articulated in Section D(2), all participating LEAs will develop a Multiple Measures Evaluation System (MME). A minimum of thirty percent of the MME will be derived from the measures of student academic growth recommended by the Technical Advisory Committee. It will be based on the California Standards for the Teaching Profession (CSTP) or Standards for Professional Education Leaders (SPELs), and other measures, as determined by the participating LEAs. By providing teachers and principals with data, evaluations become more powerful, offering a well-rounded picture of a teacher or principal's work that informs the selection of directed, focused supports provided to every teacher and principal.

Concurrent with MME development, participating LEAs will be developing a system of support and professional development (PD) based on performance evaluation results, culminating in **2013-14, when participating LEAs will be implementing a data-driven, coherent plan for professional development for teachers and leaders in 100% of schools**. Like the MME, the PD system will be informed by the CSTPs and PSELs. Participating LEAs that need support developing PD systems can look to the State for regionalized assistance, as well as those Leadership LEAs that already have components of PD systems in place. Once in place, LEAs will ensure that decisions about professional development criteria and priorities are informed by the teacher and leader evaluation systems.

Fresno Unified provides an example of a PD system that incorporates both CSTPs and PSELs, holds employees and the district responsible for contributions, and can serve as a model

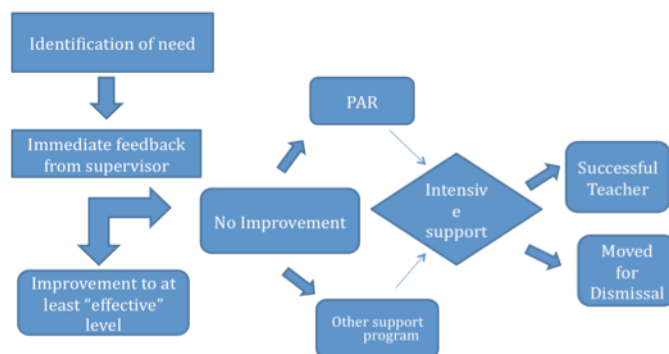
for other participating LEAs. This system is articulated by its basic tenets: *“For the performance improvement that FUSD expects from its employees, Fresno Unified has an equal responsibility to provide employees with the skills and capacity that they need to meet that expectation. Likewise, for every investment that Fresno Unified makes in employees’ skills and knowledge, employees have a reciprocal responsibility to demonstrate improved performance. This principle of reciprocity is the glue that links accountability to professional learning.”* (For a full description, see Appendix D5i.I.)

As demonstrated by the structure of Fresno Unified’s system, evaluation results will provide participating LEAs with a picture that informs the provision of differentiated professional development, with activities targeted toward teachers and principals based on years of experience and ratings of effectiveness (e.g., new teachers and principals receive more support; see below for discussion of induction training).

Principals will provide teachers with all data relevant to their evaluation, and they will work individually with teachers to create a personal development plan. Similarly, administrators will provide principals with their evaluation results, and they will work with the principals individually to develop a PD plan. As indicated, the provision of PD will be focused at different levels and subjects to address the needs of teachers and leaders – from those who have been identified as ineffective to those identified as highly effective. For teachers who are in need of improvement, specific areas of weakness will be identified and addressed through focused support (see below - Figure 3). This support can draw on the strengths of those teachers who have shown themselves to be effective. Those teachers have an opportunity to earn additional pay by serving as mentor teachers, data coaches (see Section (C)(3)), or leaders of professional learning communities (PLCs) (see Appendix D5i.II and D5i.III – Project D5-8). Principals who are identified as either “developing” or “ineffective” may be assigned a coach, or may be required to work with mentor principals or other administrators to strengthen their leadership skills. Other approaches for teacher and principal support can include cross-site sharing of best practices, opportunities to utilize technology, completion of online courses, or establishing partnerships with non-profit organizations with expertise in a particular area. While LEAs may employ a variety of methods to deliver PD as delineated above, they will ensure that teachers have common planning time, access to professional learning communities, and a range of other focused opportunities to further develop skills. Professional learning communities provide a

space for collaborative work informed by data and focused on student learning. The PLCs will serve as a central feature in PD as teachers and leaders look at data and make changes to practice.

Figure 3
Improvement Plans for Struggling Teachers



LEAs are responsible for communicating the range of PD offerings to both principals and teachers, and for supporting principals as they learn to translate evaluation findings into PD plans. Each participating LEA will provide training on using evaluation to inform PD and will share specific strategies unique to their LEA evaluation system. LEAs will also develop surveys to assess whether these trainings are meeting the needs of staff.

New teachers and principals will have unique needs that must be supported to help them develop into the highly effective professionals they strive to be. According to a 2005 national report, California is one of only 17 states that requires and finances mentoring for all new teachers – a practice shown to have positive effects.⁷² California also has the largest induction program in the country.^{73,74} California's longstanding Beginning Teacher Support and Assessment (BTSA) induction program, co-administered by the CDE and the Commission on Teacher Credentialing (CTC), is a research-based, data-driven program that has resulted in

⁷² Fletcher, S., et. al. (2008.) *An Investigation of the Effects of Variations in Mentor-Based Induction on the Performance of Students in California*, *Teachers College Record*. v110 n10 p2271-2289.
<http://www.tcrecord.org/content.asp?contentid=14719>.

⁷³ Education Week. (2005). *Quality counts 2005: No small change* [Special Issue]. *Education Week*, 24 (17). Bethesda, MD: Author.

⁷⁴ Shields, P.M., Esch, C.E., Humphrey, D.C., Wechsler, M.E., Chang-Ross, C.M., Gallagher, H.A., & Woodworth, K.R. (2003). *The status of the teaching profession 2003*. Santa Cruz, CA: The Center for the Future of Teaching and Learning.

dramatically increased teacher retention rates.⁷⁵ From this strong foundation, the Leadership LEAs will work with a Research Collaborative to monitor retention of new teachers, the success of teachers who participate in the BTSA induction programs, and placement of highly promising teachers. Using the aforementioned evaluation and PD systems, LEAs will offer extra supports and training to teachers who are new to the profession to ensure foundational knowledge and to improve retention of effective new teachers.

While the level of training and support provided to new administrators has not matched that provided for teachers, the State does offer a support program for administrators that serves both as a pathway to a professional credential (or Level II) and as professional development for administrators. The Administrator Training Program (ATP) provides up to \$3,000 per school administrator in professional development funds to cover training from SBE-approved providers.⁷⁶ The ATP is aligned with core academic standards, curriculum frameworks, and instructional materials.

In response to the recognized need for additional support for new administrators, programs have been identified that can also provide the foundation and support to participating LEAs for new administrator training. First, UCLA’s School Management Program trains educators, administrators, and community members to improve student achievement by fostering well-managed schools where professional development enhances teacher effectiveness. Second, a collaboration between the Association of California School Administrators (ACSA), the New Teacher Center (NTC), and 11 local County Offices of Education affiliates provides a coaching program that matches new administrators with an accomplished and experienced coach. All coaches are proven educational leaders that have been trained and certified in research-based coaching techniques. (See Appendix D5i.III, for more information about administrator development programs). As part of the commitment to PD, LEAs will be implementing the Pipeline Development for Leaders Initiative, which will provide new, aspiring, and veteran leaders with support such as leadership academies, coaching, training and additional curriculum.

The Leadership LEAs will also develop and provide training for “turnaround teachers” — either highly promising new teachers and leaders, or teachers and leaders who have proven their

⁷⁵ See summary of research and program description in Appendix D2iv.I.

⁷⁶ EC 44510–44517.

effectiveness through positive evaluations. (See Section E2, Strategy 7) for further description of this practice.)

(D)(5)(ii) Measure, evaluate, and continuously improve the effectiveness of supports.

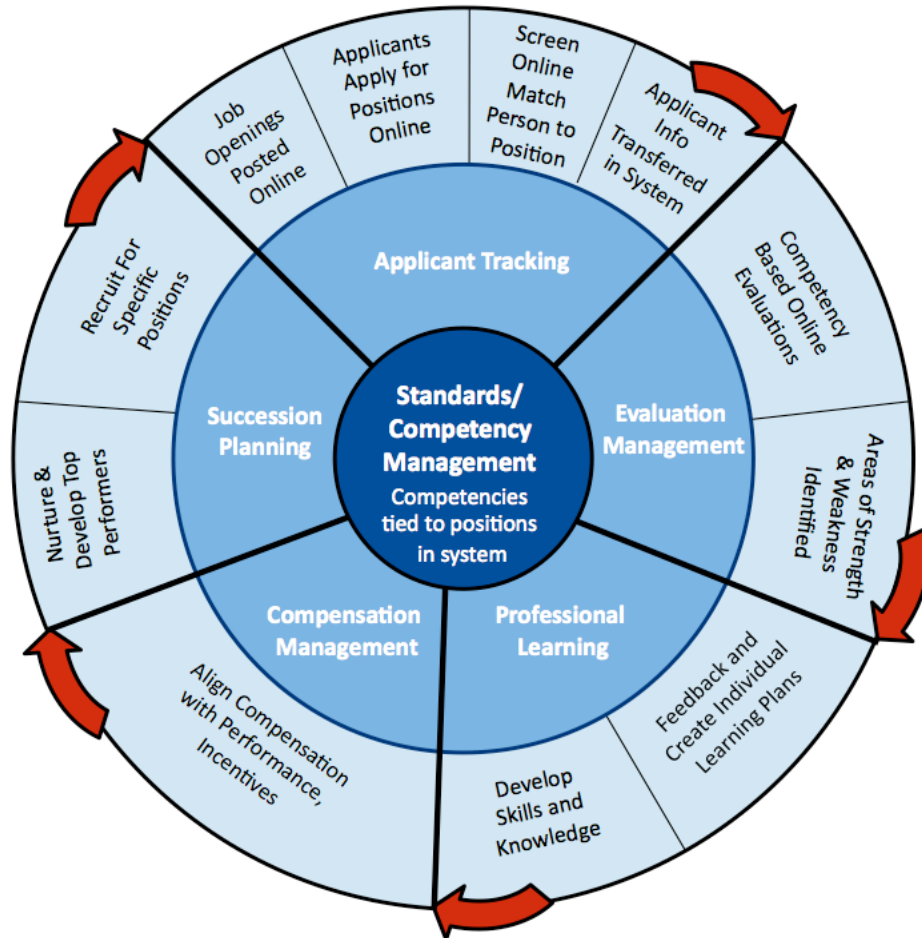
Leadership LEAs and all participating LEAs will commit to measuring, evaluating, and continuously improving the effectiveness of PD and supports throughout implementation. Through the work of the RttT Implementation Team, the Leadership LEAs, and the other participating districts, data will continuously be shared on teacher and leader effectiveness and PD participation. In addition to using effectiveness data, the following PD evaluation framework (Figure 4) will be used to further determine how well the PD is meeting the needs of the staff.

Figure 4

Evaluation Level	Evaluation Question
Participation	Did they participate? For how much time?
Design and Delivery	Was the professional learning delivered as planned? What was the participant feedback?
Impact on Teacher Knowledge	Did they learn what we wanted them to learn?
Impact on Instructional Practices	What was the impact on their instructional practices?
Impact on Student Achievement	What was the impact on student achievement?

LEAs can also use the talent management system (Project D5-A, Figure 5) to track and examine the effectiveness of the PD. This continuous feedback and ability to refine, based on multiple feedback points, will allow all parties to analyze and refine the work as it is done across the participating LEAs – always with the goal of improving student achievement to prepare students to be successful in college, careers, and life.

Figure 5



All of the participating LEAs feel a sense of urgency in providing great teachers in every classroom and great principals in every school. All involved know that today's children don't have any time to waste, and that even one year spent with an ineffective teacher or principal puts their future at risk. The stakes are high and reforms proposed through this Race to the Top proposal are critical for the children of these schools, and ultimately for all the children in California. As the participating LEAs reform the way schools ensure placement and support of great teachers and leaders, other districts can look to them for guidance and inspiration as we create a future filled with success for all of California's school-children.

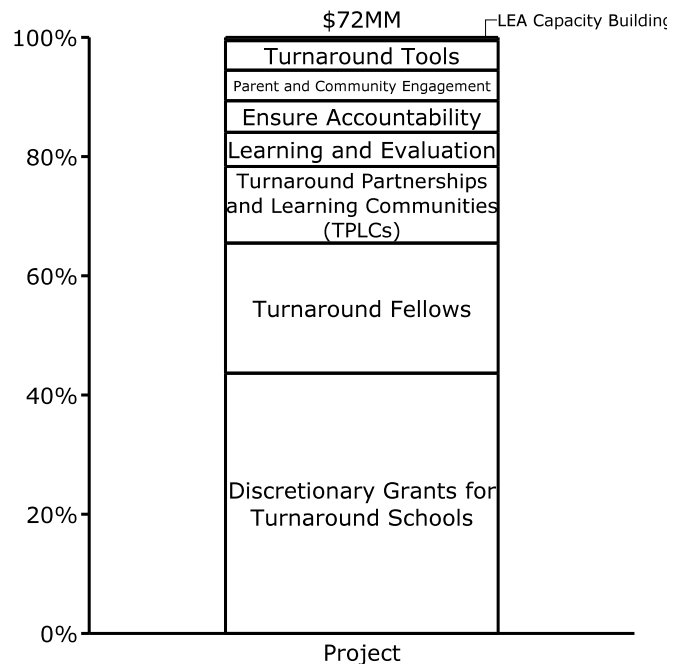
Assurance (E) Turning Around the Lowest-Achieving Schools

“So today, I’m issuing a challenge to educators and lawmakers, parents and teachers alike: Let us all make turning around our schools our collective responsibility as Americans.”

-President Barack Obama

Improving the performance of our schools is the goal of our Theory of Change.s The essential activities that will be funded to implement the Turnaround Schools section of the California RttT plan effectively are the following:

1. Expert independent review and approval of LEA Turnaround School Plans;
2. *Learning and Evaluation:*
Conduct evaluations of
Turnaround models;
3. *Parent and Community Engagement:* (a) Collection of Successful Parent Engagement Resources; (b) Funding of activities enabling Turnaround Schools to engage parents;
4. *Turnaround Tools:*
Demonstration grants for showcasing of successful Turnaround Schools;
5. *Ensuring Accountability:*
Support Accountability Walkthroughs;
6. *Turnaround Partnerships and Learning Communities:* (1) Partnerships between Consulting LEAs and Turnaround LEAs; (2) Turnaround fellows; and (3) Annual turnaround educator conference; and
7. *Challenge Funds:* Programmatic funding for turnaround schools.



For further detail in the area Turnaround Schools activities, please see Appendix E.I.

The State works in partnership with *all* participating LEAs to: implement activities utilizing data systems to inform instruction; ensure that LEAs utilize new rigorous standards and

assessments; and develop, equitably place, and evaluate teachers and leaders. However, we recognize that there are a small number of schools that persistently struggle in raising student achievement. These schools require more intensive interventions and supports that will lead to the necessary and dramatic improvements. This work builds on the State of California’s clear commitment to implementing drastic change in districts that need to turn around the lowest-achieving schools. Legislation enacted in a special Race to the Top (RttT) Legislative Session requires the persistently lowest achieving schools—the lowest 5% in the State—to implement one of the four intervention models required under RttT, and in the federal School Improvement Grant. Further, this legislation required that troubled schools, not in the lowest 5%, but faced with continued corrective action, implement one of the four intervention models required under RttT if 50 percent of the parents in a school sign a petition requesting such a change.⁷⁷ We know that it is not sufficient to rely solely on parents to demand change in struggling schools. In this section, we provide an overview of the State’s approach to turning around California’s persistently lowest-achieving schools. In Section (E)(1), we describe the legal authority the State currently has to intervene effectively in the lowest-achieving schools, as well as in districts in corrective action. In Section (E)(2), we review the State’s work over the past decade to help turn around some of the lowest-performing schools, the lessons learned in the process, and the ways we are utilizing these lessons. Finally, we describe our plan for identifying and turning around the State’s remaining lowest-achieving schools.

(E)(1) Intervening in the Lowest-Achieving Schools and LEAs

California has firmly established the role of the State in supporting and intervening in struggling schools. Over the past 10 years, as described in Section (E)(2), the State has designed and implemented several programs, intervening directly in the lowest-performing schools. Learning from these previous programs and recognizing the difficult nature of intervening directly in a large number of struggling schools in such a large state, the State has concluded that LEAs must take the lead in turning these schools around. To this end, the State has established legal authority through the State Board of Education (SBE) to work with districts in corrective action to improve their schools.⁷⁸

⁷⁷ SBX5 4; E.C. 53300

⁷⁸ E.C. 52059 (see Appendix E1.I).

In addition to the State’s authority under *No Child Left Behind* (NCLB), the State, through the SBE gained additional legal authority to intervene in the persistently lowest-achievement schools through the RttT legislation enacted in January 2010. Specifically, this significant language requires “*the governing board of a school district, county office of education, or the governing board of a charter school or its equivalent to implement, for any school identified by the Superintendent [of Public Instruction] as persistently lowest-achieving, one of four interventions for turning around lowest-achieving schools described in federal regulations and guidelines for the Race to the Top program.*”⁷⁹

(E)(2) Turning Around the Lowest-Achieving Schools

Vision

Assist participating LEAs in becoming the fulcrum for change in school turnaround efforts by: moving away from a compliance-based model and providing incentives that are meaningful and lasting; enabling clearer lines of accountability through shared data, and increased support through providing common tools and resources; and by fostering district partnerships.

Strategies⁸⁰

- ✓ Identify the persistently lowest-achieving schools;
- ✓ Ensure conditions for success at the LEA-level;
- ✓ Provide tools/data/insight to support execution of school turnaround;
- ✓ Support Turnaround Partnerships and Professional Learning Communities;
- ✓ Engage parents/community members;
- ✓ Ensure accountability;
- ✓ Develop turnaround teachers and leaders;
- ✓ Provide additional resources and supports to LEAs that will allow for lasting change after schools implement the turnaround models; and
- ✓ Learn as a state from successes and failures in order to continuously improve.

Our Background

The State’s role in intervening in the lowest-achieving schools did not begin with RttT;

⁷⁹ SBX5 1; EC 53202 (see Appendix E1.II).

⁸⁰ In implementing these strategies, LEAs will draw upon unique capacities the state has for partnerships with business and industry, universities and colleges, the philanthropic community, and public agencies.

California has taken an active role over the past decade in identifying struggling schools, providing supports, and establishing consequences for low-performing schools through State and federal programs. Indeed, California's own accountability system (described below) preceded NCLB, and established a statewide culture focused on improving outcomes for all students.

State-funded programs. As part of the Public Schools Accountability Act of 1999, California began intervening in low-performing schools in the 1999-2000 school year through its Immediate Intervention/Underperforming Schools Program (II/USP).⁸¹ This voluntary program involved a needs analysis conducted by an external consultant, and development of action plans for schools in the bottom 50 percent of the state in order to improve performance in two to three years. Following II/USP, California introduced a second program in 2001—the High Priority Schools Grant Program (HPSGP)—that focused funding priorities on the bottom 20 percent of the state's schools.⁸² Additional funds were provided to these schools to develop and implement a three- to five-year improvement plan. (For a full description of this program, see Appendix E2.I) Schools that failed to improve under II/USP or HPSGP were required to contract with an external, state-approved team—a School Assistance and Intervention Team (SAIT)—to identify critical areas for improvement and to implement corrective actions.⁸³ SAITs were required to use California's nine Essential Program Components (EPCs) as the foundation for all improvement efforts. The EPCs aim to ensure that all the building blocks are in place and are well-aligned at a school in order to support high-quality instruction (see Appendix A3i.I for a full description).

In 2006, California enacted another program—the Quality Education Investment Act (QEIA)—that provided a higher level of funds to certain schools in the bottom 20 percent of the state, enabling those schools to conduct needs assessments, develop plans for improvement, and also fulfill specific resource requirements, such as ensuring smaller class sizes and an equitable distribution of experienced teachers across schools in the district.⁸⁴

California has invested considerable dollars over time to learn from these various programs. (Table 9 for an overview of the results and lessons learned from these programs which inform our plan for this proposal.) From these experiences and evaluations, the State has learned

⁸¹ EC 52053.

⁸² EC 52055.600 et seq.

⁸³ EC 52055.51.

⁸⁴ EC 52055.70 et seq.

key lessons to guide the planned work:

1. A program that relies solely on State intervention in schools is neither effective nor efficient because of California's sheer size and its fundamental educational structure. To ensure sustained success, the school cannot be the unit of change; **LEAs, which can create systemic changes in key fiscal and employment decisions, must be the nexus of change for this difficult work.**
2. Second, asking schools or districts to change without providing clear guidance on effective change is often not enough to achieve success. The creation of the nine EPCs and the seven district capacity standards (see Appendix E2.II) provides a framework for success in school turnaround, but additional support is needed.
3. Third, previous programs stopped providing support to schools once they showed enough success to exit a program, leaving many schools without enough sustained support to continue their improvement.

In short, the previous work was promising but was simply not enough to turn around some schools. By focusing attention, resources, and accountability at the participating and committed LEA level, the California RttT plan will be bold and ambitious, putting sizable support behind students in turnaround schools.

Programs responding to NCLB. In addition to State programs designed to intervene in and support struggling schools, California also has a comprehensive intervention system in place for Title I schools that fail to make adequate yearly progress under NCLB and must enter Program Improvement (PI) status.⁸⁵ As required by federal guidelines, these schools face corrective action sanctions after three years in PI.

Schools whose LEAs assign an external partner to assist with their corrective action plan can tap into the approved pool of intervention teams who utilize the nine EPCs to assess the school's areas for improvement. In the second year of corrective action, schools prepare a plan with their LEA for alternative governance of the school and are required to select one of the federal restructuring options: reopening the school as a charter; replacing all or most staff including the principal; contracting with an outside entity to manage the school; or other major

⁸⁵ EC 52055.57 et seq.

restructuring. In Year 5 of PI, the school implements this alternative governance plan.

In addition to the supports and sanctions for schools in PI, California has created the mechanisms necessary for recognizing the LEA's role in improving struggling schools. The State has now created tools and processes to support and intervene in districts in PI status through the District Assistance and Intervention (DAIT) process.⁸⁶

After coordinating two pilot programs, the State fully implemented the DAIT system in 2009-10, building on the central premise that the LEA is the unit of educational change. As part of this process, corrective action districts designated as the most in need, must hire a state-approved DAIT provider to conduct a needs assessment of the district's focus on seven key standards which were adopted by the State Board of Education (SBE) in 2006, and which measure areas of district capacity. These standards include: governance; alignment of curriculum; instruction and assessment aligned with state standards; fiscal operations; parent and community involvement; human resources; data systems and achievement monitoring; and professional development. (For a full description of the District Assistance Survey (DAS), see Appendix E2.II.)

DAITs assist districts in revising and implementing LEA plans. Districts are required to adopt the DAIT's recommendations for improvements. To monitor the process, the SBE requires that DAITs provide updates regularly.

The SBE retains the option of assigning further corrective action to districts that do not make progress, including replacing school district personnel, appointing a receiver or trustee, permitting students to transfer to different schools, putting new curricula in place, and in the most serious of cases, abolishing and restructuring the district.⁸⁷ (For more information on the DAIT program see Appendix E2.III.)

⁸⁶ EC 52055.57.

⁸⁷ EC 52059 (see Appendix E1.I).

Table 9: Evidence of State Approaches to Turning Around the State's Lowest-Achieving Schools

Approach Used	# of Schools Since 2004-05	Results and Lessons Learned
II/USP ⁸⁸	1,288	Results: Negligible impact overall on student achievement, though many individual schools did improve student outcomes. Lessons learned: LEAs can greatly influence a school's progress; more guidance on fund use, increased monitoring, and better communication among participating schools and between the schools and the State are needed in similar programs.
HPSGP ⁸⁹	850	Results: Negligible impact overall on student achievement, though many individual schools did improve student outcomes. Lessons learned: Role of LEAs should be enhanced in similar programs; increased monitoring and increased supply of qualified external support providers are needed in similar programs; ongoing support is needed for schools exiting program.
SAIT ⁹⁰	345	Results: Average growth rate for school-wide and subgroup outcomes for SAIT schools was higher than the average growth rate of the bottom half of schools in California. Lessons learned: 9 EPCs must work together for improvement; Strong principal leadership, district support, and SAIT provider support were associated with success. Schools need additional supports after exiting SAIT.
QEIA ⁹¹	488	Results: Majority of schools met their interim targets for all resource requirements including class size, highly qualified teachers, teacher experience levels, professional development, and ratio of counselors to high school students. Lessons learned: Monitoring still in progress.
DAIT ^{92,93}	N/A: Not a school program	Results: Mixed results on student achievement analysis after 2 years of implementation in the 15 DAIT pilot districts. Given the newness of the program, however, process shows potential to be catalyst for building district capacity. Lessons learned: LEA support has the potential for fostering continuous improvement of schools. However, certain districts were not ready to undergo the change process and saw less of an impact. Additionally, county offices of education need their capacity enhanced to effectively support these LEAs.

⁸⁸ Bitter, C., Perez, M., Parrish, T., Gonzalez, R., Socias, M., Salzass, L., & Esra, P. (2005). *Evaluation Study of the Immediate Intervention/Underperforming Schools Program of the Public Schools Accountability Act of 1999. Final Report*. Palo Alto, CA: American Institutes for Research.

⁸⁹ Harr, J., Parrish, T., Socias, M., & Gubbins, P. (2007). *Evaluation study of the high priority schools grant Program: Final report*. Palo Alto, CA: American Institutes for Research.

⁹⁰ McCarthy, E., Li, L., Tabernik, T., & Casazza, G. (2008, November). *Evaluation study of California's School Assistance and Intervention Team process*. Berkeley, CA: Hatchuel Tabernik & Associates.

⁹¹ California County Superintendents Educational Services Association . (2009, December 23). *2008 QEIA monitoring analysis*. Sacramento, CA: Author.

⁹² Huberman, M., Dunn, L., & Parrish, T. (2007, June 22). *District Assistance and Intervention Team pilot evaluation*. Prepared for the California Department of Education by the California Comprehensive Center at WestEd. Palo Alto, CA: American Institutes for Research.

⁹³ Padilla, C., Tiffany-Morales, J., Bland, J., & Anderson, L. (2009). *Evaluation of California's district intervention and capacity building initiative: Findings and lessons learned*. Menlo Park, CA: SRI International.

Given our previous experiences with these programs, the State believes that in order to create real, lasting, and swift change in the lowest performing schools, the primary accountability must remain at the LEA level, along with the resources needed to provide the support for change. With the extensive diversity among its districts, the State recognizes any approach to turnaround schools must be focused on outcomes, not on adding another layer of compliance-driven bureaucracy. Pockets of excellence exist at the LEA- and school-levels, but few mechanisms are in place at the regional and state level to bring together learnings from these successful sites into a single, central resource and to share these learnings widely. Hence, the State has developed a high quality plan with ambitious yet achievable targets based on the following principles:

- ✓ Focus is on the LEA as the nexus of change;
- ✓ LEA partnership and collaboration are critical, with the State acting primarily as broker; and
- ✓ The State should establish clear outcomes and clear accountability, while allowing flexibility in implementation.

The following are the State's specific strategies for turning around its lowest achieving schools:

Strategy 1: Identify the State's Persistently Lowest-Achieving Schools

In order to focus resources and intervention efforts on the schools that need them the most, the first step in this work is establishing a system for identifying, on an annual basis, the persistently lowest-achieving schools that require intervention. The CDE and the SBE identified these schools using the following process (as outlined in the federal guidelines and pursuant to recent state legislation enacted as part of California's special session on RttT).⁹⁴

The State first identified Title I schools in improvement, corrective action, or restructuring (n=2,735), as well as secondary schools that are eligible but do not receive Title I funds (n=1,022). In order to identify the lowest 5 percent of these schools (or 187 schools), the State then calculated the average three-year proficiency rate for English-Language Arts and mathematics using the three previous school years (2006-07, 2007-08, 2008-09). Prior to identifying specific schools, we excluded from the list of potential schools those that had shown at least 50 points of growth in the Academic Performance Index (API) over the previous five

⁹⁴ SBX5 1; EC 53201.

years.⁹⁵ (That exclusion addresses the requirement that only schools showing a lack of progress over a certain number of years should be included.) The State also excluded from the list of potential schools any county community day schools, district community day schools, and juvenile court schools, as we do not believe these schools are the intended focus of the intervention models. Finally, schools not meeting California's established minimum group size for accountability were excluded.⁹⁶

This methodology yielded 188 persistently lowest-achieving schools (85 elementary, 45 middle, and 58 high schools) of which 78 reside in our participating LEAs (24 elementary, 23 middle, and 32 high schools). Research on school turnarounds, as well as the on-the-ground experience of our leadership LEAs, has shown that providing time for planning and incubation of turnarounds is a critical step in creating the fertile ground for change. As a result, the State will require that all schools identified as turnaround schools initiate the process for turnaround in year 1, but allow a year for planning and incubation. This year will be used to engage parents, staff, and community members in the process of improving the schools. Participating LEAs will be required to fully implement one of the four turnaround strategies by the 2011-2012 school year.

While the RttT application targets only the bottom 5%, Participating LEAs are also engaging in turnaround efforts for low-performing schools that don't fall into the turnaround category under RttT grant criteria because they consider school turnaround to be a central tenet of reform.

For example, the Long Beach Unified School district has created a Middle School Professional Learning Community (PLC) for its eight middle schools in year 5 or more of Program Improvement. This model is based on the following tenets: 1) increased accountability, through direct reporting to the Superintendent with increased instructional monitoring and use of data; 2) increased support, through a school coach (former successful principal) who provides feedback, direction, and hands-on coaching; and additional support in the form of professional

⁹⁵ California Department of Education (2009). <http://www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf>. Referenced May 23, 2010.

⁹⁶ The guidance asks states to include high schools that have had a graduation rate, as defined in Section 200.19(b) of Title 34 of the Code of Federal Regulations, that is less than 60 percent in each of the previous three years, and the recently enacted state law also includes this requirement (see EC 53201(d)). However, California's data system only recently began tracking data that will allow the state to calculate this type of graduation rate, and we are two years away from being able to calculate this information statewide. Therefore, the State cannot presently include these high schools in the list of persistently lowest-achieving schools, but we will as soon as the data system allows.

development; 3) changes in roles that grow out of PLC participation among the eight principals; 4) new ways of conducting principal meetings and problem-solving; and 5) new positions such as a 6th grade self-contained EL teacher; and 6) the Data Assistant Principal, who focuses on the use of data at the site.

In the Sanger Unified School District, schools are considered At-Risk if they show a decline in any major achievement area or with any sub-group. Schools that are deemed At-Risk are scheduled for quarterly walk-throughs that include administrators from the District central office. Results are presented to the principal and the school leadership team, followed by a letter sent to all staff summarizing the results. The principal is also required to meet with the Deputy Superintendent to review interim achievement data and improvement plans. These examples illustrate how LEAs in California are working to turn around not just the lowest performing schools, but all underperforming schools.

Strategy 2: Ensure Conditions for Success at the LEA Level

As part of its focus on the LEA as the nexus for change, the State seeks to provide LEAs with a) the knowledge to understand and assess the district capacity to engage in successful turnaround efforts; and b) customized support to help them implement the critical LEA-level changes needed to ensure successful turnaround. This strategy is based on the State's philosophy that school turnaround must happen hand-in-hand with a turnaround at the LEA level.

Activity 1: The State works with LEAs to develop a research-based checklist of LEA conditions/capacity that are critical for successful school turnaround.⁹⁷ Building off of the District Assistance Survey (described in Appendix E2.II), CDE will work with LEAs, who have learned many lessons about critical conditions for success of turnaround efforts, to develop a tool that LEAs can use to assess their readiness for turnaround success. Some critical LEA capacities include the following:

- ✓ Board Policies and LEA goals –a Theory of Action, Professional Learning, Accountability, and Core Beliefs and Commitments – should be aligned and focused on student achievement. Systematic use of data by the LEA is pivotal within a culture of continuous improvement accompanied by a common

⁹⁷ This work will be facilitated by collaboration with the CSU Center for Closing the Achievement Gap, founded by California Business for Educational Excellence, in identifying highly effective Title I schools.

pedagogical vocabulary, and Professional Learning Communities that engage in planning, assessment, analysis, and reflection.

- ✓ An LEA-driven preparation program for principals and teachers needs to be in place to lead turnaround efforts, with clear expectations for adult behaviors that are critical for turnaround success.
- ✓ Differentiated supports need to be provided in order to address factors that are vital for school turnaround—instructional coaching support, increased feedback, additional financial/human resources, targeted professional learning, leadership training, etc.;
- ✓ The LEA must have the capacity, resources, and commitment to engage deeply in identified turnaround sites and establish the key conditions needed for success;
- ✓ Human Resources, School Support Services, and School Leadership Divisions need to be aligned towards helping leaders evaluate and address problems of ineffective teachers; and
- ✓ An aligned instructional system with a consistent curriculum and a common message, that includes credit recovery services for students required to repeat coursework.

In utilizing the checklist of key conditions, the State will build on the lessons learned by LEAs and engage with turnaround experts to develop a diagnostic tool that LEAs will use to assess their readiness for turnaround efforts. LEAs will engage in partnerships with other LEAs and local organizations to deliver sustainable, innovative programs and courses.

Activity 2: Support LEAs in addressing gaps identified in a collaborative diagnostic process. As described in Strategy 4: Support Turnaround Partnerships and Learning Communities, the State will broker and support partnerships between LEAs with turnaround schools and similar LEAs with turnaround experience. These partnerships, modeled after the innovative Fresno – Long Beach partnership will support LEAs in implementing the critical turnaround conditions/capacities identified in Activity 1.

Participating low-performing LEAs will work with their partner LEAs to identify reform areas and, together, they will plan implementation strategies for reforms that draw upon the expertise of the partner LEA. Model procedures will be identified so LEAs working in partnerships can exchange personnel under a plan aimed at training key individuals, building

capacity, and providing intensive advising. In addition, Participating LEAs will review existing resource allocations in Year One of turnaround plans to ensure that existing resources are being deployed with maximum impact, and to ensure long-term financial sustainability of new programs with internal LEA resources.

Activity 3: Review and approve plans showing how participating LEAs will transition to using one of the four intervention models in their persistently lowest-achieving schools.

As part of the process for implementing a school turnaround, participating LEAs with at least one of the persistently lowest-achieving schools, will develop a clear plan to turn around these schools in the school's Single Plan for Student Achievement (SPSA). An LEA's plan will include: an analysis of student performance based on multiple measures; identification of strategies to support students; a description of the intervention model the LEA is going to implement; the reasons why the LEA selected that intervention model; the plan for transitioning to this intervention model; and any outside partner they will utilize to do this work. Additionally, LEAs undergoing the DAIT process, due to the district's lack of progress on federal accountability measures (described above), will also describe how they will coordinate their DAIT work and their RttT work involving the lowest-achieving schools. These LEAs will continue to participate in the DAIT process and will still be subject to the sanctions the SBE deems necessary but, through this RttT, will also be able to seek outside partners to assist in implementing one of the four intervention models in their lowest-achieving schools.

LEAs will work with other LEAs or other support organizations to develop and/or refine turnaround plans as part of the Turnaround Partnerships and/or Learning Communities (both described fully in Strategy 4, below). Schools that are approved for School Improvement Grants (SIGs) go through an extensive plan review process and will not need additional review by the RttT Implementation Team. For schools that have not gone through the SIG process, plans will be submitted by the LEAs to the Race to the Top Implementation Team for review and approval. The Team will seek external review of these plans from an entity with expertise in implementing effective reform strategies for high-need schools. This process will ensure that all turnaround plans are comprehensive and appropriate before being approved. Plans will be returned for revision and resubmission if they are not credible.

Many schools will be receiving school improvement funds, and will, therefore,

automatically be accountable for the turnaround model limits set out by the RttT grant. Data on their plans and the related performance targets will be stored in the data dashboard in the California RttT Education Data Portal, and tracked to support review and accountability.

Strategy 3: Provide a clearinghouse of tools/data/insight to support execution of school turnaround

Activity 1: Provide access to assessments and data. A comprehensive report prepared by Public Impact reviewed evidence on successful turnaround approaches and found that the use of data as a means for analyzing, remediating, and establishing clear pathways for improvement is critical for any turnaround effort. This requires both access to and implementation of assessments, as well as a data system to analyze results. As described in B(3) and C(2), the State will develop a bank of assessment items focused on the California State Standards, which educators can use to quickly test student mastery of specific standards.

To complement these resources, the State will develop a robust data collection system and data dashboard that allows for student learning results to not only be stored, but also disaggregated for explicit analysis. The indicators provided by these dashboards will provide static and frequently changing data to inform planning and enable key decisions to be made. Schools that fail to meet pre-set levels of performance on the dashboard indicators would face escalation measures described in Strategy 6.

Activity 2: Provide Demonstration Grants to successful turnaround schools to showcase work and share tools.

LEAs with successful turnaround schools are often overwhelmed with requests by visitors to see and/or study what has worked well in those particular schools. While this work is vital for the spread of best practices, it also puts an enormous burden on those LEAs and schools. The purpose of the Demonstrations Grants is to help alleviate this problem by providing LEAs that have successful turnaround schools with funds to showcase their work. LEAs/schools must apply for these funds, highlighting their track record of success and the strategies they are prepared to showcase.

In addition to schools that have successfully turned around, Title I schools that have been consistently successful will also be eligible, with the caveat that the demographics of these star performers need to match those of the identified turnaround schools to ensure they are relevant as models. LEAs/schools will also be chosen based on location in order to ensure a broad

geographic distribution of model turnaround schools.

As part of their Demonstration Grant agreement, LEA/school recipients will agree to provide one demonstration day per quarter for visiting schools. They can use grant funds either for building additional internal capacity to support their visitor hosting role, or to contract out with a vendor to support their dissemination role. This may include assisting with activities such as interviewing teachers, writing syntheses of strategies, or preparing presentations.

The RttT Implementation Team will oversee the process of selection and will also coordinate the scheduling of demonstration days which will be maintained in a public calendar. LEAs/schools that receive Demonstration Grants will agree to make available relevant tools, protocols, and presentations that would help other schools replicate their strategies. These tools, in addition to each school's application for a Demonstration Grant, will be housed on the new California Education Data Portal, along with other best practices (described in Assurance C).

Activity 3: Provide a clearinghouse of tools, frameworks, and research-based best practices for selecting and launching the four intervention models.

The Race to the Top Implementation Team will be responsible for collecting 1) a range of resources, including tools from the demonstration schools described in Activity 2; 2) materials from the outstanding turnaround partnerships described below in Strategy 4; and 3) best practices related to extended day and year-round learning opportunities, as well as other turnaround strategies for improving student learning and closing achievement gaps.

An example of the significant level of resources that will be made available to turnaround schools through the clearinghouse are those related to California's large state-funded network of After School Education and Safety Programs (ASES). The state has over 4,000 after-school programs on elementary, middle, and even high school campuses—the vast majority of which are state-funded through a permanent voter proposition (Proposition 49). These after-school programs, which reside on approximately 80% of the state's Title I school sites, provide a unique opportunity for extending learning time. One of the resources available to districts will be models that expand learning time by taking advantage of the state-funded ASES programs which most turnaround schools in California already operate.

The strength of the RttT clearinghouse lies in the broad understanding it provides schools and LEAs of the types of strategies and practices that successful schools are implementing across the state. This will enable them to choose the programs that best fit the needs and contexts of

their particular students.

Strategy 4: Support Turnaround Partnerships and Learning Communities

California's core strategy for addressing turnaround schools is the creation of *Turnaround Partnerships and Learning Communities (TPLCs)*. In this new model, the State works as a broker to partner those schools and/or LEAs that have been successful with turnarounds with those schools and/or LEAs identified as persistently lowest-achieving.

A model for the possibility and potential of this work is the current Fresno-Long Beach Learning Partnership. The Partnership is a joint effort of the third- and fourth-largest districts in California to pursue common goals, measure student outcomes, share professional knowledge, learn from each other, and support each other's progress. According to an October 2009 *Brief* published by the American Institutes for Research and funded by the Stuart and Hewlett Foundations,

It differs from other networks or professional associations in the level of joint commitment across the two systems, the deep engagement in common activity, and the strong agreement about the leadership practices that are most likely to make a difference for student achievement. It also differs from other strategies to assist low-performing districts or schools because it involves shared learning between districts rather than external technical assistance to fuel improvement. As a learning initiative, the Partnership is an experiment that holds promise not just for these two districts but also for other urban systems and for the state as a whole (Duffy, Brown, O'Day).

This Fresno-Long Beach Learning Partnership, which focuses on math, English Learners, and Leadership Development has resulted in immediate changes at the district and site level that directly impact classroom instruction. For example, math curriculum leaders from both systems clearly defined expectations for middle school math instruction, created joint assessments and compared results, and conducted parallel professional development, all focused on continuous improvement through an iterative process. Even though it is a four-hour drive between systems, because they are so similar in demographics and size, the partnership effort is showing results.

The lesson from the Fresno-Long Beach partnership is that while one LEA may have had success with turnarounds, both LEAs engaged in the partnership benefit from the relationship. For example, in the math focus area of the partnership, Long Beach provided Fresno with a

strategy to improve their math instruction, resulting in higher scores for elementary school students. In Leadership Development, Fresno is sharing with Long Beach their principal evaluation system. Each of the partners has contributed something to help strengthen their own, as well as each other's work. (See Appendix E2.IV for description of the Fresno-LB partnership.)

Activity 1: Support Turnaround Partnerships and Learning Communities for LEAs with lowest-achieving schools. With RttT funds, California will scale the Fresno-Long Beach model to help ensure that all participating LEAs with schools identified as persistently low-achieving will have a partner LEA to work with and learn from. *Turnaround Partnerships and Learning Communities (TPLCs)* will operate with similar parameters as the Fresno-Long Beach Learning Partnership, but would focus attention on the lead LEAs lowest-performing schools. As the broker, the State would help to match districts by region, demographics, or other factors which the LEAs determined to be important. Identified leaders in the consulting district, such as administrators or teacher leaders, would be partially funded to work on the partnership goals, and conduct outreach and training for their partner districts/schools. Partnership activities include, at a minimum, quarterly meetings, joint planning with common goals, analysis of common data, and use and development of common tools. Funded partnerships can also be established with support organizations that specialize in turnaround efforts.

The Partnership districts will agree to track several key achievement indicators. Meetings between partners will center on this data and how the districts are working together to make programmatic and instructional improvements. By remaining focused on the achievement data, the districts will share strategies and resources, yet they will maintain flexibility in how they respond to the data.

Activity 2: Convene turnaround LEAs/schools and capture lessons learned. In its support role, the State will become a repository of resources. For example, the Race to the Top Implementation Team's role will involve helping create tools (such as adult behavior indicators for change), gathering examples of lessons learned from the districts, and creating a central resource (described in Strategy 3); or helping identify external providers when districts require technical support beyond the partnership. Annually, the state-level administrators and teacher leaders from the partnership LEAs will convene during the summer, in a forum, to capture and share lessons learned. The format will enable LEAs and schools to discuss their results, further share best practices among the various partners, and learn about new resources available through

the clearinghouse and the State. Funds have been allocated to capture and synthesize the conversations that occur during these annual conferences.

Strategy 5: Engage parents/community members

Case Study – Los Angeles Unified School District: LAUSD has partnered with community organizations, including the United Way and Families in Schools, to develop a series of parent and community training programs. These training programs are shifting the culture of parent engagement from compliance to quality. The series of programs starts with an explanation of the multiple measures used to assess the performance of the school. Low-performing school communities often do not recognize that their neighborhood schools are chronically underperforming. For this reason, performance metrics are captured on a parent-friendly School Report card, which includes survey results, attendance rates for students and staff, graduation and dropout rates, suspension rates, and academic performance data. Discussions that include parents and that are based on the information found in the School Report Card often lead to reform and innovation. After families become familiar with the different data elements, they participate in workshops to identify key characteristics of a good school. Some communities engage in visits to higher-performing schools, where they see successful key elements in practice. Upon selecting the strongest school intervention for a school community, families are provided with opportunities to take active roles in the implementation and accountability processes for their regional and local school community.

Unfortunately, the engagement described above is the exception, not the rule. California wants to support LEAs in providing information and training so parents/community members can better understand performance issues of persistently low-achieving schools, the four intervention models, key elements to look for in a school, and how to support a school in implementing turnaround plans.

We recognize that each community in the state has different needs, so we want to ensure that LEAs have the flexibility to implement parent and community engagement strategies that most effectively meet the needs of the community. However, at the same time, we want to ensure that LEAs have access to best practices and standardized engagement materials. In order to reach this goal, the State will ensure that the parents and community members who will be greatly impacted by these interventions are well-informed about this process and become active participants by offering a series of strategic parent engagement initiatives.

Activity 1: California will collect and develop resources for LEAs/schools to use in engaging parents as partners. The foundation for this strategy involves effectively informing parents at the forefront of these parent-led initiatives to facilitate a selection of actionable interventions that will maintain parents’ active involvement at the school-level. RttT funds will support the creation of customized materials and trainings to create a pipeline of information resources, including parent toolkits, presentations, and identification of quality parent organizations that already work with LEAs through the SAIT and DAIT process. The resources will inform stakeholders about the process for deciding on, selecting and, implementing an intervention strategy.

This strategy is unlike any previous parent engagement initiative that the CDE has funded because LEAs, in concert with community-based organizations and the philanthropic sector, will collectively establish a comprehensive framework for parent engagement resources. These resources, which draw upon the expertise of multiple sectors and our leading LEAs, will be housed in the California Education Data Portal.

Activity 2: Provide funds for LEAs to work with organizing specializing in parent outreach. In addition, RttT funds will support LEAs with turnaround schools to work with outside organizations in engaging parent and community organizations, and to deliver information and trainings that reinforce an integrated, systemic, and sustained parent and community involvement process. Models of success will be identified, documented, and shared.

Strategy 6 – Ensure Accountability

While the State’s approach is to give LEAs maximum flexibility and support to successfully execute turnarounds, LEAs must also be held accountable. The State is proposing an accountability system that is supportive and clear, along with an escalation path that is swift and serious when progress is not being made.

Activity 1: Establish and track accountability targets and progress made towards targets. The State will create a web-based dashboard for all schools to track their accountability targets. This process is described thoroughly in the Data Systems component of the Plan, and will be utilized on a continuing basis in the accountability process for Turnaround Schools.

Activity 2: Provide resources to LEAs in implementing accountability walkthroughs. LEAs in California are already implementing accountability measures that are not just evaluative but are also formative. The State will support LEAs in broadening and

deepening the reach of these practices. For example, in LAUSD, after the Board approves turnaround plans, the district begins the implementation of its accountability process to ensure each school is successful. For all of the schools in LAUSD, parents, students, and employees now have access to School Report Cards (www.lausd.net/reportcard). Using School Report Cards as a guide, LAUSD has created an Accountability Matrix (see Appendix E2.V) to track progress towards achieving the District's vision. The Accountability Matrix includes measures that track the academic performance of all student subgroups (e.g., ethnicity, language, students with disabilities), graduation rates, college or career readiness, parent engagement, and safety. Using the Accountability Matrix as a guide, each school will be reviewed by higher education institutions, Local District Superintendents, and the Office of Innovation and Charters twice a year (or as needed), with a report submitted to the Board and Superintendent annually. If schools are not meeting their annual targets, the Superintendent will work with the school and intervene as necessary. All schools will be up for renewal on a 5-year basis.

The State will include models of walkthrough protocols, accountability team structures, and research-based supports in the RttT clearinghouse. The State will also provide incentives to LEAs that have submitted guides and tools, which received high reviews from their peers, encouraging them to post these as adaptable resources that can be customized for use by other participating districts. Finally, the State will serve as a broker to identify organizations/individuals that may assist LEAs with their accountability walkthroughs. Successful LEAs have demonstrated that walkthroughs are more effective when they involve inside and outside stakeholders, including but not limited to teachers, administrators, parents and community leaders, and researchers.

Activity 3: Establish clear and serious escalation measures if schools do not progress. Students in these low-achieving schools have been left languishing for too long; and for these schools, a lack of clear progress will no longer be acceptable. Each LEA will be required to complete two walkthroughs per year for each of their persistently low-achieving schools, and they must present a progress report with evidence from the Data Dashboard (described in Assurance C) to their Board of Education each year. The Data Dashboard will track the school's progress on key benchmarks/indicators. If, after 5 years from the beginning of the RttT grant period, the school has not shown adequate progress along the benchmarks agreed upon at the outset of the turnaround process, the LEA will need to select one of the other federal

turnaround models. In addition, per new state law, parents may “trigger” an intervention if 50% of the parents request it.

Finally, the State has shown a willingness to step in and take extreme measures when necessary. Just this spring, the SBE appointed trustees to oversee two LEAs – Alisal and Greenfield – that had chronically failed to meet academic standards set by NCLB. The board also found that problems “managing adult relationships” were harming the LEAs’ abilities to improve student achievement. In cases where LEAs have shown a chronic inability to improve performance, the State has a clear track record of intervening.

Strategy 7: Developing Turnaround Teachers and Leaders

Activity 1: Identify and support Turnaround Fellows. As part of the signed MOU, participating LEAs will maintain or place high-performing principals who will have autonomy over budgets at the head of each low-performing school. In order to further increase leadership capacity at turnaround schools, and as a part of succession planning and leadership pipeline development, California will set aside funds enabling turnaround schools to identify and hire Turnaround Fellows. These Fellows are administrators with high potential who will be placed at turnaround schools with principals who have a record of success. Their charge will be to document and help communicate best practices, while gaining on-the-job experience to prepare them to lead a turnaround school in the near future.

Participating LEAs that do not have proven, effective leadership in their lowest-performing schools may instead create a program that deploys *Turnaround Fellows* to coach Principals at the lowest-performing schools. These coaches may be from partner LEAs or may instead be Fellows from non-partner LEAs who are proven leaders.

The remaining activities in this Strategy connect directly with the California RtT plans for Great Teachers and Leaders that are laid out in Assurance D. These include, for example, design of a rigorous, transparent, and fair multiple measure evaluation (MME) system for both teachers and principals, with a minimum of 30% of the evaluation attributed to student growth.

Activity 2: Provide effective, data-informed professional support. The participating LEAs will provide professional development, coaching, induction, and common planning and collaboration time to teachers and principals. In addition, the participating LEAs will provide training on establishing professional learning communities, with the recognition that shared accountability among teachers is a critical component to building a healthy school culture.

Priorities for professional learning communities will be identified through use of the RttT Data Systems.

Activity 3: Establish clear internal professional development priorities. This will help to provide the framework within which targeted professional development programs for teachers and principals, planned as part of Assurance D, are delivered. In establishing priorities, LEAs will align professional development programs explicitly with California’s content standards based on the principles of effective professional development. These programs will focus on the effective delivery of content standards in the classroom and the use of formative, benchmark and summative assessment data to modify instruction and increase student learning.

Activity 4: Establish common planning time for teachers at all school levels. Districts will establish common planning time that allows for a focus on curriculum mapping, collaborative grading, and data-driven evaluations of student learning. This common planning time will support the functioning of professional learning communities focused on identification of individual student learning needs and appropriate interventions.

Strategy 8: Provide additional resources and supports to LEAs that will allow for lasting change after the schools implement the turnaround models.

While it is important that we have plans to support LEAs in selecting and initially implementing one of the four intervention models for their lowest-achieving schools, it is also essential that we support LEAs in investing these one-time dollars in developing systems that more effectively serve the learning needs of students so that when the SIG and RttT funding ends, there are systems in place to provide ongoing supports for improving student achievement. Therefore, another goal is to implement support structures that can ensure ongoing success after the initial implementation of an intervention model.

Activity 1: Provide discretionary funds for programs that will improve learning for students at all grade levels.

The State is fully committed to ensuring that the lowest-achieving schools have access to programs that can ensure their students’ success. Specifically, as part of the RttT plan, the State will provide discretionary funds for those Participating LEAs with the lowest-achieving schools who are interested in building out their specific strategies. Flexibility of funds is vital to ensure that schools can implement strategies of their choice – including but not limited to funding instructional coaches, extending the class day, or providing after school programming.

The State also recognizes the importance of reinforcing a district’s STEM programs in

order to ensure students have access to rigorous science, technology, engineering, and mathematics (STEM) courses to better prepare them for College or Career. The State will provide discretionary funds to those Participating LEAs with the persistently lowest-achieving schools which they can invest further in STEM programs.

One of the primary strategies for achieving turnaround in high schools involves delivering high-quality Linked Learning pathways, building upon the California Partnership Academies (CPAs), a growing network of about 500 academies throughout the state. Each CPA offers an integrated program of academic and technical study organized around one of the state's 15 major industry sectors. (See Section F(3) for further description of existing practices). While some of these 15 industry areas, such as engineering, biomedical and health science, information technology, energy, and agriculture and natural resources are natural candidates for systematic infusion of STEM content, every career pathway now requires students to develop facility in aspects of STEM. CPAs can play a central role in using Linked Learning pathways to turn around low-performing schools. In the districts joining in this application, we are proposing to incorporate CPAs and related models, such as theme-based high schools and other forms of industry-focused small learning communities, into one of the four turnaround models that may be adopted by schools eligible to apply for School Improvement Grants. This initiative will pay special attention to 1) documenting the successes that result from STEM-focused turnaround models initiated in schools receiving School Improvement Grants; and 2) connecting the STEM-focused pathways being developed in these high schools to the delivery of STEM-related content/programming in the elementary and middle schools that feed the participating high schools.

With RttT turnaround funds, we will be able to document and share information about the models developed by the districts in this application with other schools and districts across the state seeking to implement one of the four turnaround models and/or working to improve student outcomes through CPAs and related models. This investment will contribute to the future growth of the statewide STEM network so that all students across the state ultimately benefit from the work started by the districts who were willing to serve as early pioneers.

Strategy 9: Learn as a state from our successes and our failures

Finally, recognizing that much of the work of the four intervention strategies has not been implemented at the proposed scale, and that there will certainly be a mixture of successes and

challenges along the way, the State will document and evaluate the work done around the four intervention models. In this regard, the State will (1) learn from LEAs' turnaround work beyond the four intervention models; (2) conduct evaluations of implementation and impact of the four turnaround models; and (3) coordinate and partner in cross-state learning involving these turnaround efforts.

Activity 1: Collect information from LEAs engaged in other innovative strategies for school turnaround. Starting in 2011, all participating LEAs will be required to provide information on methods they have used to turn their struggling schools around. It is our intent to collect this information yearly, in a comprehensive and systematic way, to learn about innovative and effective strategies that have been developed at the local level and may not fit into the four turnaround categories. Such strategies, if implemented *before* schools require restructuring, could be used effectively to prevent progression into the latter stages of Program Improvement.

Activity 2: Conduct evaluation of four intervention models in the lowest-achieving schools to examine implementation and determine effects of the models. Since an unprecedented number of schools in the state will simultaneously be implementing these four dramatic intervention models, the State will contract for an independent evaluation of interventions from the 2011-12 school year through the 2013-14 school year in order to gauge the models' effectiveness. Lessons learned from this evaluation will be incorporated into the ongoing work of the various turnaround models being implemented across the state.

Activity 3: Coordinate and participate in intra-state and cross-state learning initiatives led by the State's Philanthropic Foundations. Recognizing that states across the nation will be implementing the four intervention strategies simultaneously, we plan to work with a number of California's highly respected Philanthropic Foundations, beginning in 2011, and partner with them in a California forum that will collect and disseminate best practices for turning around low-performing schools. Then, beginning in 2013, we will partner with our state Philanthropic Foundation colleagues and collaborate in a cross-state forum with the same intent nationally. We believe that we can learn a great deal in California regarding turnaround school strategies, and we can contribute to a national conversation, while also learning from other states. Our state Philanthropic Foundation partners have been involved throughout the development of our new, innovative RttT plan. They have made clear their considerable enthusiasm for it, and their commitment to contributing substantially to its success at every stage of implementation.

Ultimately, the purpose of the Strategy 9 activities is to identify and implement proven approaches that will prevent schools from being identified as persistently underperforming, and to assist those that are currently in that situation as they exit from it. At the LEA level, central office leaders will forecast potential “turnaround” schools so that intervention can occur immediately and prospectively to avoid that designation. The State and participating LEAs intend to leverage this grant to reverse the situation in California permanently, while also being highly proactive and effective on behalf of this current generation of students.

Performance Measures

There are currently 78 turnaround schools identified in California’s participating LEAs. To ensure that we are able to conduct the activities and meet the goals of this work, we have developed the metrics that are outlined below.

Table 10: Performance Measures for Turning around the Lowest-Achieving Schools					
	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
The number of schools for which one of the four school intervention models will be initiated	Not available	78	78	78 with full turnaround strategies in place	78

In addition to tracking the number of schools for which one of the four school intervention models is implemented each year, we will track the improvement of our schools. Currently, the California Department of Education (CDE) provides AYP and API reports as part of its Accountability Progress Reporting (APR) system. The APR system provides an integrated approach to reporting results for state and federal accountability requirements, and it includes information about the state, LEAs, schools (including charter schools), and numerically significant subgroups: <http://www.cde.ca.gov/ta/ac/ay/documents/infoguide09.pdf>

Assurance (F) State Reform Conditions Criteria

“We have a powerful potential in our youth, and we must have the courage to change old ideas and practices so that we may direct their power toward good ends.”

–Mary McLeod Bethune

The State of California’s RttT plan will transform schools by ensuring the placement and support of excellent teachers in every classroom and excellent leaders in every school. The Leadership LEAs have provided bold direction by piloting and implementing the multiple innovations that are described in this application. Together, their history of groundbreaking reform and their combined scale will ensure that their work has a powerful impact throughout the state. The Theory of Change lays out the formula for success.

Participating LEAs recognize that the vision of a new future for students cannot be achieved without the resources needed to support it. The following pages describe California’s commitment to 1) maintaining the funding that schools need to be successful; 2) providing for the equitable distribution of those funds; 3) supporting innovation and choice in the form of charter schools and other alternative schools and programs; and 4) promoting reform at all levels of the educational system. Key examples of current work from the lead LEAs, cited in each of these areas, demonstrate the extraordinary momentum for reform within the state that will be harnessed by the California RttT plan.

(F)(1) Making Education Funding a Priority**(F)(1)(i) Percentage of Total Revenues Supporting K-16 Public Education**

Despite a deep fiscal crisis resulting from the worst economic downturn since the Great Depression, the State of California has continued to make education funding a priority, as demonstrated by Table 11. In the face of the precipitous decline in state revenue from FY 2008 to FY 2009, education funding as a percentage of state revenues **increased** from 46 percent to 47 percent. In his budget proposal in January of 2010, the Governor indicated his intent to protect education –including higher education– from further cuts, and to support K–16 education at the same General Fund level as in the prior fiscal year, despite an anticipated budget deficit of \$20 billion.

Table 11: California Makes Education Funding a Priority		
(in millions)		
	(2007–08)	(2008–09)
	FFY 2008	FFY 2009
K–12 State Funding	\$38,020	\$31,763
California Community College State Funding	4,174	3,966
IHEs State Funding		
University of California	3,257	2,418
California State University	2,971	2,155
Total IHEs State Funding	6,228	4,574
Total, all Public Education	\$48,422	\$40,302
State Revenues Available for Education and Other Purposes		
General Fund Revenues	102,574	82,772
Plus Prior Year Ending Balances	2,787	2,314
Total Revenues Available	105,361	85,086
Percentage of Revenues Allocated to Support Education	46.0%	47.4%

(F)(1)(ii) State Policies for Equitable Funding for High-Need and High-Poverty Schools

California’s education funding policies are structured to guarantee equity between high-need LEAs and other LEAs. State data, analyzed by the Education Trust, shows that for the 2005-06 school year (the last year for which this analysis was completed), the State provided \$599 more per pupil in funding for high-poverty LEAs than it provided for students in low-poverty LEAs.⁹⁸

Public education in California is supported by a combination of state funds and local property taxes, which are provided pursuant to the State’s constitutional funding guarantee for education, the Proposition 98 Guarantee, described below. Approximately 68 percent of Proposition 98 funding is provided as general purpose funding through an entitlement to each LEA based upon reported average daily attendance (ADA). Additionally, the State provides LEAs with funding for numerous categorical programs, either through the State’s General Fund

⁹⁸ Funding Gaps 2006, The Education Trust, 2006 (see data table in Appendix F1ii.II)

or special funds. Generally, funding for categorical programs has been restricted for specific uses (e.g., instructional materials, adult education, and English Language Learners), or has been contingent on achieving certain goals (e.g., class-size reduction). These multiple mechanisms ensure that all LEAs receive equitable funding without regard to the wealth of the community they serve.

The discussion below outlines the State’s history of ensuring equitable funding across LEAs, and describes both the major provisions of the Proposition 98 Guarantee and the State’s major general purpose funding programs.

The Serrano Ruling and Proposition 13. The revenue limit funding system evolved as a result of two historical events in California: the California Supreme Court’s ruling in *Serrano v. Priest* in 1971 and the enactment of Proposition 13 in 1978. In the Serrano case, the California Supreme Court ruled that significant wealth-related disparities in per-pupil expenditures denied pupils in less wealthy LEAs a constitutional right to an equal education. The resulting legislation established district-wide, per-pupil “revenue limits” for each LEA that would be equalized among all LEAs over time.⁹⁹ The initial revenue limit was based on total state and local funding received by the LEA, divided by the number of pupils served in 1972–73.

Six years after the enactment of the revenue limit system, California voters passed Proposition 13, which reduced the K–12 share of local property tax revenues by 55 percent, from approximately \$5 billion in 1977–78 to \$2.25 billion in 1978–79. The State made the commitment to replace these local revenue losses with State funds, and today, the State’s share of total revenue limit funding is approximately 63 percent, compared with 35 percent in 1975–76.

Proposition 98. On November 8, 1988, the voters of California approved Proposition 98, a combined initiative constitutional amendment and statute called the “Classroom Instructional Improvement and Accountability Act.” Proposition 98 guaranteed K–12 education and California Community Colleges a minimum level of funding (“The Proposition 98 Guarantee”). Proposition 98 (as modified by Proposition 111, enacted on June 5, 1990) guarantees K–14 education the greater of:

- (a) In general, a fixed percentage of State General Fund revenues (“Test 1”);

⁹⁹ SB 90: Chapter 1406, Statutes of 1972.

- (b) The amount appropriated to K–14 education in the prior year, adjusted for changes in state per capita personal income and enrollment (“Test 2”); or
- (c) A third calculation, which replaces Test 2 in any year that the percentage growth in per-capita General Fund revenues from the prior year plus one half of one percent is less than the percentage growth in state per capita personal income (“Test 3”).¹⁰⁰

Proposition 98 provides funding through revenue limits and categorical aid as described below. (Additional details on the operation of Proposition 98 calculations appear in Appendix F1ii.III.)

Revenue Limits. The State provides most general purpose K–12 education funding through the “revenue limit,” calculated pursuant to statute for each school district on a per unit of average daily attendance (ADA) basis, and adjusted annually to provide cost-of-living increases. The revenue limit is also adjusted periodically to further equalize funding among similar district types (i.e., unified school districts, high school districts, and elementary school districts) and district size (i.e., small and large). A school district’s revenue limit entitlement is equal to its revenue limit per ADA multiplied by its ADA, plus various adjustments that the State may add or subtract as specified by statute.

Revenue limit funding, the primary source of general-purpose funding for California schools, includes both local property taxes and State aid. State aid consists of the difference between the revenue limit entitlement of a particular district and the amount of local property tax revenue. Based on information submitted by each school district, the California Department of Education (CDE) calculates the State’s share of each district’s revenue limit and distributes the funding accordingly.

As of 2009–10, elementary district base revenue limits averaged about \$5,007 per ADA unit, high school districts averaged about \$6,017 per ADA unit, and unified districts averaged \$5,235 per ADA unit. Equalization efforts have produced a substantial increase in equality between districts in the area of revenue limits; in fact, the Court discontinued monitoring compliance with the *Serrano* decision because it concluded that equalization was essentially complete.

Focus on population in poverty

¹⁰⁰ Constitution Section 8 of Article XVI (see Appendix F1ii.III).

While general-purpose funding is distributed based on ADA, one of California's largest categorical programs, Economic Impact Aid funding (\$946 million), is specifically provided to high-need LEAs to address the needs of low-income students. This program remains a high priority in California, as demonstrated by the exemption of Economic Impact Aid from cuts of almost 20 percent imposed on virtually all other categorical programs in the current fiscal crisis.

To receive Economic Impact Aid funds, LEAs must submit applications that identify the distribution of funds among schools in the LEA. LEAs must distribute the funds in a manner that ensures focus on the children eligible for the services supported by these funds. Programs are monitored to ensure that distributions are appropriate and are implemented as planned.

Additional categorical programs focused on other special needs. California has a full range of categorical programs for other population groups with special needs. These groups include:

- ✓ Students with disabilities (\$3.1 billion in 2009-10): This program funds local programs for children with special needs. Funds are distributed based on pupil population.
- ✓ Class-size reduction, grades K–3 (\$1.3 billion in 2009-10): This program provides funding for LEAs to reduce class sizes in grades K–3, with funding levels based upon class size. Smaller class sizes have been shown to provide particular benefits to students in high-poverty areas.
- ✓ English Learners (\$91 million in 2009-10): The English Language Acquisition Program provides \$51 million to local programs to provide instructional support and to coordinate services for students enrolled in grades four through eight who are identified as English Learners (ELs). Community-Based English Tutoring funds total \$40 million, and are allocated to LEAs for parents and other community members who pledge to provide English Language tutoring to school-aged children (K–12) with limited English proficiency, based on the number of EL pupils.
- ✓ Foster Youth (\$15 million in 2009-10): This program funds county offices of education and a small number of LEAs to provide educational and support services to youth in foster care placement in order to improve their educational outcomes. Funds are distributed based on pupil population.

- ✓ Students Who Fail the High School Exit Exam (\$58 million in 2009-10): This program provides funds to support intensive instruction to help eligible pupils in grades eleven and twelve pass the California High School Exit Exam. Funds are distributed based on the number of pupils needing assistance. These funds were made flexible in 2008-09.
- ✓ Pregnant and Parenting Teens (\$46 million in 2009-10): The California School Age Families Education (Cal-SAFE) program funds approximately 140 LEAs and County Offices of Education to provide intensive support services and child care for pregnant and parenting students. Prior to 2008-09, these funds were distributed based on a competitive grant process. These funds were made flexible in 2008-09.
- ✓ Expelled and At-Risk Students (\$42 million in 2009-10): The Community Day Schools Program funds approximately 140 LEAs and County Offices of Education to provide longer school days for expelled and at-risk students. Funding is based on attendance.

In summary, California provides a funding system for K–12 schools that is equitable among all LEAs. Base general-purpose funding has long been equalized across size and type of LEA, and the categorical programs have been provided to address specific needs. To further recognize that every LEA has a different set of needs, funding for many of the categorical programs can now be repurposed for other local priorities. The funding systems have been carefully established to provide relative equity across all sizes and types of LEAs, as well as for pupils with various and unique needs.

Equitable distribution of funding to high-need students and schools also occurs within LEAs, as evidenced by the practices of the leadership LEAs participating in this application. Each of the Leadership LEAs provides amounts of Title I funds to school sites based upon the income level of students, as determined by the proportion of students receiving Free and Reduced Price Lunches. Additional funds target low-performing schools: in the case of Fresno Unified, Title I and general funds are used to support “Targeted Improvement Actions” that include support and professional development designed to improve school performance. This support may take the form of positions such as Instructional Coaches, Program Managers, and Teachers on Special Assignment. As an example, Fresno Unified also provides support to

specific schools based upon the number of students not proficient in English-Language Arts and/or mathematics. In the San Francisco Unified School District, low-performing schools receive an instructional reform facilitator, coverage for teachers receiving professional development, and a parent liaison through the STAR (Students and Teachers Achieving Results) program. This program also provides funding from the Targeted Instructional Improvement Block Grant, equal to \$520 per pupil in the 2009-2010 school year.

(F)(2) Ensuring Successful Conditions for High-Performing Charter Schools

(F)(2)(i) State Charter School Law Does Not Prohibit Increasing the Number of High-Performing Charters

California has been a national leader in the charter school movement since its inception. In 1992, California became the second state in the country to enact charter school legislation, and since that time, the total number of charter schools has grown to 810, representing nearly 8 percent of the schools in the State. In absolute numbers, California has the most charter schools and the largest number of charter students among all of the states.¹⁰¹ There are over 250,000 K–12 students in California who attend a charter school in 323 elementary, 89 middle, and 249 high schools, as well as 149 K–12 schools. Recently, California was one of only three states to receive an “A” from the Center for Education Reform for the strength of its charter school laws, noting that the State has been able to establish the largest number of charter schools in the country because of “consistent improvements to the law” and the establishment of “highly equitable funding measures” for their charters.¹⁰² Table 12 outlines the different types of California’s charter schools.

Table 12: Types of California’s Charter Schools, 2009–10	
Types of California Charter Schools	Number of Schools (n=810)
Origin of School	
Conversion	122
Start-up	688

¹⁰¹ EdSource. *Charter Schools—Their Numbers and Enrollment*. Retrieved November 30, 2009 from: http://www.edsource.org/sch_ChSch_VitalStats.html.

¹⁰² Center for Education Reform. (2009). *Charter school access across the states 2010*. 11th Edition. Retrieved December 17, 2009, from <http://www.edreform.com/shopcer/index.cfm?fuseaction=details&pid=1000055&back=home&ShopCat=1>.

Table 12: Types of California's Charter Schools, 2009–10	
Types of California Charter Schools	Number of Schools (n=810)
Curriculum Type	
Traditional	226
Performing/Fine Arts	96
Technology	65
Science/Mathematics	35
Vocational	26
Montessori	21
Other Specialty	486
Because some schools fall into more than one category, the total in this section is more than 810.	
Instructional Strategy	
Site-based instruction	626
Independent study	152
Combination of site-based instruction and independent study	32
Source of Funding	
Directly funded (i.e., funded by State)	577
Locally funded (i.e., funded through a district)	219
Not in funding model	14

The diversity of charter school types in California stems directly from state law that has created an environment supportive of the development of high-quality charter schools statewide. According to a report recently released by the National Alliance for Public Charter Schools, California ranks third in the nation when evaluated for its commitment to the full range of values in the public charter school movement: quality and accountability, funding equity, facilities support, autonomy, and growth and choice.¹⁰³

In 1998, California repealed its original statute that set a total cap of 100 charter schools in the state, and enacted a law that allows for continued growth in the number of charter schools.¹⁰⁴ Specifically, California allowed a total of 250 charter schools to be authorized in 1998, with a provision to increase that total by an additional 100 charter schools (or approximately one percent of all schools in California) *in each successive school year*. Moreover, any unused authorizations roll over to the following year. This limit has never

¹⁰³ National Alliance for Public Charter Schools. (2010) *How state charter laws rank against the new model public charter school law*. Washington, DC.

¹⁰⁴ EC 47602 as amended by AB 1544 of 1998 (see Appendix F2i.I).

restricted the number of charters authorized because the authority to expand has far outpaced the actual growth in charter schools. In 2009–10, a total of 1,350 charter schools were authorized to operate, in contrast with the 810 actually in operation.

(F)(2)(ii) State of California Charter School Law

The California Education Code clearly outlines the mechanisms for the approval, oversight, reauthorization, and revocation of charter schools and charter LEAs. Details of the processes associated with California charter schools are contained in Appendix F2ii.I. Multiple methods can be used to request authority for a charter, whether at the LEA level, the county level, or the state level. There are clear appeal processes for denials at each level. Charters can be granted for individual schools, for an entire LEA, an entire county, or for a “statewide benefit” charter school, which provides instructional services that cannot be provided by a charter school operating in only one LEA or county.¹⁰⁵ This system of multiple authorizers and types of charters ensures sufficient opportunity for innovative ideas to develop in charter schools across the state. All charter school petitioners must agree to meet all statewide academic standards and conduct all state pupil assessments.

When a charter is granted, it is approved for an initial period of up to five years. Renewals are approved for a period of five years and are based on student achievement and academic quality criteria. Charter authorizers must also provide ongoing oversight of the charter, including site visits and monitoring of the school’s fiscal condition.¹⁰⁶ In California, charter school oversight and monitoring are primarily implemented by the LEA authorizer. The law also provides county and State education agencies with charter oversight and monitoring responsibilities, including the right to investigate and to revoke a school’s charter.

California has also supported its charter schools by providing State-led technical assistance through a CDE Charter Support Team and the State Advisory Commission on Charter Schools, which reviews charter school funding and programmatic issues and provides advice to the State Board of Education (SBE). In addition, the California Charter School Association (CCSA) and the Charter Schools Development Center (CSDC) provide resources and training for charter school leaders and staff.

¹⁰⁵ EC 47605.8 (see Appendix F2ii.I).

¹⁰⁶ EC 47604.32–47604.33 (see Appendix F2ii.I).

California statutes provide explicit guidance to encourage the establishment of charter schools in areas that serve high-need students. The Education Code states, "*In reviewing petitions, [the charter authorizer] shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioners as academically low-achieving...*"¹⁰⁷ In addition, among the 16 required elements for a charter school petition, the description of the proposed educational program must describe the following: how the charter school will identify and respond to the needs of pupils who are not achieving at or above expected levels; and how the charter school will meet the needs of students with disabilities, English Learners, students achieving substantially above or below grade level expectations, as well as other special student populations.¹⁰⁸

As a further incentive to increase charter school development in areas that serve high-need students, the State's Charter School Grant Program requires that "*funds be awarded at*

Case Study: Environmental Charter High School (ECHS) – Los Angeles Unified School District

Since 2001, ECHS has been empowering and inspiring students to be socially and environmentally responsible by providing them with unique learning opportunities. ECHS provides its students with a college preparatory education that utilizes environmental experiential education to both inspire students and to provide a real-world context for learning. Their model weaves together four recognized "best practices" that comprise the cornerstones of ECHS' instructional framework: a small learning community, a rigorous interdisciplinary core curriculum, experiential/service learning, and authentic work with community partners. Through this model, hundreds of students are being equipped to become environmental stewards and make the commitment to creating a sustainable environment for their community and the world. ECHS serves primarily low-income students from south Los Angeles County, with over 70% of students coming from communities of color. Ninety-seven percent of ECHS graduates complete the coursework needed for entry to a four-year college, in comparison to the state average of 32%. More than 9 out of 10 ECHS graduates (92%) are admitted to colleges and universities. ECHS was selected as one of six finalists for the Obama administration's Race to the Top Commencement Challenge.

the highest funding level to charter schools opening in the vicinity (attendance area) of School Improvement Grant schools, and these new charter schools will receive an increased sub-grant

¹⁰⁷ EC 47605(h) (see Appendix F2ii.I).

¹⁰⁸ EC 47605(b) (A) (see Appendix F2ii.I).

*level of Planning and Implementation funds.”*¹⁰⁹ Stipulations for the funding of charter school facilities have a similar focus—California charter schools are eligible for assistance with facility rental and lease costs if they meet either of the following conditions: “*The charter school site is geographically located within the attendance area of a public elementary school in which at least 70 percent of the pupil enrollment is eligible for free or reduced price meals, or the charter school is serving a pupil population that meets or exceeds 70 percent eligibility for free and reduced price meals.*”¹¹⁰

California law, under EC Section 47605(c), supports high-quality charter schools throughout the state by requiring that charter schools meet all statewide academic standards and conduct all state mandated pupil assessments, in addition to the criteria identified in their individual charter. In cases in which schools do not meet the statutory requirements, the charter is revoked. Reasons for revocation include failure to meet or pursue any of the student outcomes identified in the charter; violation of the charter’s conditions, standards, or procedures; fiscal mismanagement; or violation of any provision of law.¹¹¹ According to the code, a school’s charter may be revoked by the SBE, whether or not the SBE is the chartering authority.

Student achievement plays a particularly important role in determinations regarding charter revocation. The education code explicitly states that charter schools applying for renewal in the State of California need to meet the following academic criteria:

- ✓ Attaining an Academic Performance Index (API) (a composite of student test scores used to rank schools in the state) growth target in the prior year, or in two of the last three years, or in the aggregate for the prior three years;
- ✓ Attaining a state rank in deciles 4 to 10 (i.e., in the top 60 percent of schools) on the API in the prior year, or in two of the last three years;
- ✓ Attaining a state rank in deciles 4 to 10 on the API for a demographically comparable school in the prior year, or in two of the last three years; and
- ✓ Ensuring that the charter-granting entity determines that the academic

¹⁰⁹ California Department of Education. *2010-2015 California Public Charter School Grant Program Project Narrative*, p.12.

¹¹⁰ California Department of Education, Charter Schools Division. *Instructions for Charter School Facility Grant Program 2009-2010 Application*, Revised July 2009, page 1.

¹¹¹ EC 47607(c) (see Appendix F2ii.I).

performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend. In addition, the school's performance must be at least equal to the academic performance of the schools in the LEA in which the charter school is located, taking into account the composition of the pupil population that is being served at the charter school.

Application of the Education Code in this area is reflected in information regarding the reasons for revocation of school charters in California. A Rand report on the operation of charter schools in California found that the most frequent reason for revocation of a school's charter was "an unsound academic program."¹¹² According to the California Charter Schools Association, 30 of 32 state charter school closures last year were for quality reasons related to academic quality and/or fiscal stability. These 30 schools demonstrated overall low performance on a variety of academic measures, and many of these same schools did not demonstrate the capacity to achieve financial viability.

Table 13 provides information from the CDE on the numbers of charter schools started, renewed, and closed for each of the past five years, reflecting California's commitment to approving high-quality charters and to revoking the charters for schools that have not been successful.

Table 13: Number of California Charter School Applications Approved, Denied, and Closed - 2005–06 to 2009–10					
	2005–06	2006–07	2007–08	2008–09	2009–10
Number of charter school applications approved	78	107	100	86	66
Number of new charter schools opened	85	78	108	83	92
Number of charter schools closed (including charter schools that were not reauthorized to operate)	31	39	25	35	10 (to date)

Although the State does not currently maintain information on the total number of applications made for charter schools or the total number of new charter applications denied, the CDE has committed to tracking this information going forward.

¹¹² Rand Education Report (2003), *Charter School Operations and Performance: Evidence from California*, Washington, D.C.: page 71.

(F)(2)(iii) Share of Revenues Received by Charter Schools

California has established funding mechanisms for the state's charter schools to help ensure that they will receive funding at a level that is equitable to traditional public schools.¹¹³ The State's Education Code indicates, "*It is the intent of the Legislature that each charter school be provided with operational funding that is equal to the total funding that would be available to a similar school district serving a similar pupil population.*"¹¹⁴ The mechanisms described in Section (F)(1)(ii) for both general and categorical funding for public schools apply equally to California's charter schools. A revenue analysis for LEAs in the State of California for the 2007–08 school-year reflects that this strategy is being implemented effectively to create equity in funding between public and charter schools. (See Appendix F2iii.I for a more detailed description and an overview of the State's Education Code in this area.)

(F)(2)(iv) The State Provides Charter Schools with Funding for Facilities

The provision of facilities is one of the greatest challenges faced by charter schools throughout the country. California has developed multiple strategies to assist charter schools in securing facilities. In 2000, voters in California enacted Proposition 39, which required that public school facilities be shared fairly among all public school students, including those in charter schools.¹¹⁵ In the 2009-2010 school year, 120 charter schools were beneficiaries of Proposition 39, and an additional 116 charter schools were housed in district facilities not supported by Proposition 39.¹¹⁶ Charters also participate in significant state and federal programs covering facilities costs, and they are treated in a manner substantially similar to public schools (see Appendix F2iv.I for more details).

The State has also made a significant investment in charter school facilities through the following programs:

- ✓ Charter School Facility Grant Program (SB 740): Provided a total of \$23.6 million to 195 charter schools in the 2008-2009 school year to support facility rental costs;

¹¹³ EC 47630—47664.

¹¹⁴ EC 47630.

¹¹⁵ EC 47614.

¹¹⁶ Numbers are based upon the 2009 Fall Member Survey of the California Charter Schools Association. Because only 494 of the 810 charter schools in the state completed the survey, it is likely that the actual number is higher.

- ✓ Qualified School Construction Bonds (QSCB): Awarded \$29.2 million to six charter schools, with a total of \$73 million set-aside, in 2008-2009;
- ✓ State Charter School Facilities Program (Prop. 47, 55, 1D): Awarded \$836 million to 58 charter schools serving 27,500 students;
- ✓ State Charter School Facility Incentive Grants Program: Awarded \$48 million to 128 charter schools serving 42,900 students; and
- ✓ California Charter Building Fund: Provided over \$100 million to 13 charter schools between 2007 and 2009.

In summary, California’s efforts to approve, fund, oversee, and provide facilities for charter schools—coupled with a strong accountability system that holds them to the same academic standards as all public schools—demonstrate the State’s overarching commitment to ensuring that all students across the state have access to innovative learning environments.

(F)(2)(v) Enabling LEAs to operate innovative, autonomous public schools

State law provides that school districts may establish and maintain alternative schools and programs of choice.¹¹⁷ These sections of Education Code provide a definition of alternative schools of choice, declare the purposes of alternative schools of choice, and stipulate the requirements that alternative schools of choice must meet. One requirement mandates that alternative schools of choice must be maintained and funded at the same level of support as other educational programs; another requires the LEA to annually evaluate such schools and programs.

LEAs may apply to the State Superintendent of Public Instruction (SPI) for waivers of sections of the Education Code on behalf of alternative schools of choice. A goal of alternative schools and programs of choice is that they be “operated in a manner to maximize the opportunity for improvement of the general school curriculum by innovative methods and ideas.”¹¹⁸ The SPI may grant waivers of specific provisions of state law, on request, to provide alternative schools and programs of choice the flexibility to innovate.

Examples of alternative schools of choice in California include the following:

- ✓ Early College High Schools are small, autonomous schools that blend high school and college into a coherent education program. They are designed so that all

¹¹⁷ EC sections 58500 through 58512 (see Appendix F2v.I)

¹¹⁸ EC Section 58507

students can achieve two years of college credit at the same time they are earning a high school diploma (within four to five years of entering ninth grade). These schools are designed for young people who are underrepresented in postsecondary education.

- ✓ Magnet Schools are designed to attract students from their schools of residence by providing special curriculum opportunities. Magnet Schools are often oriented around a special interest area, career education, or vocational skills training.
- ✓ Schools Without Walls incorporate the use of community facilities and resources into learning activities and may offer internships or project-based learning.
- ✓ Thematic Schools are organized around a curricular theme such as the humanities, the arts, international relations, or health careers.

In addition to the schools listed above, alternative schools of choice also include schools that offer:

- ✓ A different educational philosophy or approach to learning, such as Montessori, Waldorf, or International Baccalaureate.
- ✓ A different instructional strategy, such as independent study, dual language immersion, or online learning; or specialized programs for targeted student populations, such as street academies and newcomer centers.

Examples of the flexibility afforded LEAs in California to develop innovative, autonomous public schools are evident in EC 42238.20(a) and 47612.7, which were specifically granted to allow the creation of a Joint Powers Agreement (JPA) between Clovis Unified School District and Fresno Unified School District to establish the Center for Advanced Research and Technology (CART) program. Highlights of the unique CART program include:

- ✓ The half-day attendance model, which allows students to leverage the advantages of attending both a large, comprehensive neighborhood high school and a small, project-based campus with thematic programs;
- ✓ The cross-curricular learning labs, which provide an academically demanding, learn-by-doing instructional approach;
- ✓ Over 1,400 students from across the community learning together in a collaborative environment with a representative racial/ethnic population (46% White, 35% Hispanic, 11% Asian, 6% African American, and 2% Other); and

with 52% of those students qualifying for free and reduced lunch; and

- ✓ CART students earn higher academic achievement scores than their peers on the California Standards Test in English-Language Arts for high school juniors and seniors, and 99% of seniors who completed CART programs passed the California High School Exit Exam over the last four years.

Design Science High School in Fresno Unified is another example of the flexibility provided by the State to operate innovative, autonomous public schools other than charter schools. Highlights of this early college high school's approach include the following:

- ✓ An innovative partnership between the school district and the State Center Community College District (SCCCD) which allows students to earn both secondary and post-secondary dual credit for specific courses;
- ✓ Students can enroll as full-time college students beginning in their third year of high school, but continue to receive the daily support of their high school teachers to help them navigate all aspects of college; and
- ✓ Students graduate in five years with a high school diploma, two-years of college credit, and an Associate of Arts college degree.

This program has been extremely successful in closing the academic achievement gap for its students, with 81.8% scoring "proficient" or "advanced" in English-Language Arts and 96.4% scoring "proficient" in mathematics.

(F)(3) Demonstrating Other Significant Reform Conditions

In addition to the reform conditions the State has put in place around the four key assurance areas that have already been described in this proposal, California has taken many additional measures to build a foundation of reform. Significant examples of these include the following: (1) Implementation of the Advancement VIA Individual Determination (AVID) program, which focuses on closing the achievement gap by strengthening college readiness for all students; (2) Creation of the California Partnership Academies (CPA), designed to integrate a rigorous academic program with career technical education, in order to provide students with the choice of multiple career paths upon graduation from school; (3) Enactment of legislation that strengthens the role of parents in the education of their children, especially when those children attend low-performing schools; (4) Encouragement of innovation at the local level through flexibility in the education code and in funding strategies; and (5) Improvement and expansion of

early childhood education and expanded learning opportunities.

Advancement Via Individual Determination (AVID)

AVID is one of the oldest and most widely implemented public school academic support programs in the United States. The mission of AVID is *“to close the achievement gap by preparing all students for college readiness and success in a global society.”* Between the 1997-98 and 2008-09 school years, the number of students enrolled in the AVID elective in California as a percentage of all students enrolled in California secondary schools (grades 6 through 12) **grew from 0.7 percent to 4.9 percent**, a seven-fold increase. At present, nearly one-half of the 300,000 students enrolled nationally in an AVID elective course in grades 6 through 12 are California students.

Wherever AVID has been implemented, it maintains several common features, including the formation of an AVID school site team that typically includes the AVID elective teachers, one of whom serves as site coordinator; other academic content teachers; a counselor; and an administrator. Through the AVID elective course offered in grades 6 - 12, AVID provides academic support to underachieving students who aspire to succeed academically and matriculate to a “four-year” college or university. AVID students are predominately ethnic or racial minorities, come from low-income families, and would be the first in their family to attend college.

In most cases, AVID students who remain in the program for at least several years through grade 12 have a high probability of graduating from high school with the eligibility to be admitted to baccalaureate degree-granting institutions of higher education. Between the 1997-98 and 2007-08 school years, **the percent of AVID seniors graduating varied only slightly – from a low of 97.6 percent in the 2002-03 school year to a high of 99.7 percent in the 1997-98 and 1998-99 school years.** These figures are markedly higher than the comparable figures for all California seniors, which varied from a low of 80.4 percent in the 2007-08 school year to a high of 89.4 percent in the 1988-89 school year. During the 2007-08 school year (the most recent year for which data are available), 89.4 percent of all California AVID high school graduates completed the “A to G” subject requirements for public university admission, as compared to 33.9 percent of *all* California high school graduates.

California Partnership Academies

The California Partnership Academy (CPA) model is a three-year program for grades 10

through 12, structured as a school-within-a-school. Academies incorporate integrated academic and career technical education, business partnerships, mentoring, and internships. CPAs represent a high school reform movement that is focused on creating smaller learning communities with a career theme. Academy components include rigorous academics and career technical education, a committed team of teachers, and active business and post-secondary partnerships. California currently has 482 CPAs distributed throughout the state. Each academy is required to establish a partnership between the California Department of Education, secondary education, industry, and post-secondary education. Fifty percent of students accepted into every academy must qualify as “at-risk.”

Work-based learning is mandatory for CPA students in the summer between their 11th and 12th grade school years. All academy students participate in a mentoring experience during their junior year that encompasses career development, job or college shadowing, and goal setting. After their junior year, students performing well enough to be on track for graduation are placed in jobs, with employers making the hiring decisions.

The expansion of California Partnership Academies represents a multiple pathways/linked learning approach which has the potential to make high school a more cohesive experience for students and improve a wide range of student outcomes. A pathway is defined as: “a multiyear, comprehensive high school program of integrated academic and technical study that is organized around a broad theme, interest area, or industry sector.” Pathways are designed to expand students’ options and opportunities, and can make high school an exciting learning environment where students are challenged, engaged. They also help students understand how they might use what they are learning in the outside world.

Research on the use of the multiple pathways/linked learning approach in California has shown positive effects on student achievement, educational attainment, and employment and earnings outcomes. Outcomes related to student achievement include the following:¹¹⁹

¹¹⁹ Hoachlander, G., & Dayton, C. (2007). *A profile of the California Partnership Academies 2004-2005*. Berkeley, CA: ConnectEd.

Stern, D., Raby, M., & Dayton, C. (1992). *Career academies: Partnerships for reconstructing American high schools*. Hoboken, NJ: Jossey-Bass.

Stern, D., & Stearns, R. (2006). *Combining academic and career-technical courses to make college an option for more students: Evidence and challenges*. Los Angeles, CA: University of California, Los Angeles. Retrieved from <http://casn.berkeley.edu/resources/multiple-perspectives.pdf>.

- ✓ Native American, Hispanic/Latino, Pacific Islander, and African American students attending CPAs have achieved higher passing rates on the California High School Exit Exam than non-CPA students of the same ethnic background;
- ✓ Among participants in CPAs, a greater proportion of seniors graduate in comparison to the statewide rate; and
- ✓ Graduates of CPAs have higher rates of completion of “A to G” subject requirements for public university admission than non-CPA students.

Empowering Parents

Motivated by the goals laid out in Race to the Top, and supported by the “parent revolution group” and a powerful coalition of civil rights, business and other stakeholders, California passed landmark bipartisan legislation in January of 2010 to empower parents across the state to make choices that best fit the needs of their children. Specifically, California will annually identify the 1,000 lowest-performing schools in the state and require the LEAs responsible for them to inform the parents of students in those schools that they not only have the right to request a transfer to any other school in the LEA (as required by NCLB), but they have the right to transfer to *any other school in the state* with better student achievement.¹²⁰ With a few exceptions (e.g., lack of space, disruption to existing voluntary desegregation plans), the LEA receiving the request must approve it.

A second provision of the legislation empowers parents in low-performing schools, in addition to those identified as persistently low-achieving under RttT, to petition their LEA to implement one of the four school turnaround models identified in either the RttT guidelines or the alternative governance arrangement described in NCLB.¹²¹ The LEA must then proceed to implement the model recommended by the parents or provide written reasons in a public meeting why it cannot implement that model, and then identify which of the models it is able to implement.

Creating a Culture of Innovation and Flexibility

California educators are sometimes constrained in their improvement efforts by a web of rules and regulations that stifle creativity. A variety of factors contribute to this situation, but

¹²⁰ EC 48350 (see Appendix F3.I).

¹²¹ EC 53300 et seq (see Appendix F3.I).

steps have been taken to create a more flexible system, and the State intends to build further on these initiatives to support the greater innovation and creativity called for in this proposal.

Education Code Flexibility. California's Education Code has grown from a document of 550 pages shortly after its inception in 1943, to a document of over 2,200 pages in its most condensed version. Although efforts have been made to reduce the number of provisions in our Education Code, those efforts have demonstrated that it is much easier to enact legislation than to revoke a provision. Nonetheless, the SBE has a powerful tool at its disposal to support innovation and reform—the Code includes the provision that an LEA may request a waiver of almost any section of the Education Code.¹²² For example, in recent years the SBE has used its waiver authority to create the necessary conditions to foster the Long Beach–Fresno partnership (referenced in Section (E)(2)), and to create a blanket waiver policy for the state's highest-performing schools. The SBE is committed to using the full extent of its waiver authority to support LEAs that are participating in our RttT proposal.

Categorical Flexibility. Perhaps more than any other state, California has relied on a system of categorical programs to promote its policy objectives. Special programs have been created and funded to support students with special needs, to provide transportation, to improve curriculum and instruction, to reduce class size, and so forth. Although each program promotes a worthy policy objective, in the aggregate, they can present LEAs with a bewildering array of rules and compliance requirements that may hinder their ability to direct funds in ways that will best accomplish their educational goals.

At the same time that the State has moved to pass laws that create more accountability, such as listing low-performing schools and offering parents a greater degree of choice, it has also sought to allow locally elected school boards and superintendents greater flexibility to decide how to best use their funds to maximize student achievement, recognizing the tremendous diversity among LEAs in a state as large as California. The Governor and the Legislature have removed the rules and requirements for 42 major categorical programs (see Appendix F3.II) for a limited period of time. In essence, LEAs will continue to receive the funds for the 42 programs but, after a local public hearing, they may use the funds for any educational purpose, beginning in 2009 and extending for the next four years. This increased flexibility will be beneficial to our

¹²² EC 33050 et seq.

participating LEAs as they work together to meet the ambitious goals described in this proposal, and it is likely to set a pattern. While prompted by requests from LEAs during the recent budget reductions, this flexibility is enabling superintendents to use these categorical funds in a more cohesive and integrated manner to continue to benefit the students needing the most assistance.

Local Budgeting Flexibility. Several LEAs across the state, including large urban LEAs such as San Francisco Unified, take the approach for local flexibility one step further with school-based budgeting policies. School-based budgeting allows the majority of resource decisions to take place at the level of the school site, empowering school leaders, parents, and community members to make resource and planning decisions that are best for the needs of the students in their schools. In addition, Los Angeles Unified School District, Pasadena Unified, and Twin Rivers Unified are working with American Institutes for Research and Pivot Learning partners to implement a student-based funding model (per pupil budgeting) in order to ensure that funding follows the child. The primary goals of this work are transparency, flexibility, accountability and supports, and equity.

Improving and Expanding Early Childhood Education and Expanded Learning Opportunities

Just as California is committed to improving the quality of our K–12 public school system, the State is equally dedicated to providing a high-quality system of early learning. In the last few years, California has taken critical steps to improve the quality of our early learning programs and support a seamless transition from preschool to kindergarten. Specifically, California’s early learning focus includes:

- ✓ Infant-Toddler and Preschool Foundations (standards) that align with the K–12 content standards, with the addition of a social-emotional domain;
- ✓ Curriculum Frameworks aligned with the Foundation standards;
- ✓ An Assessment System (Desired Results Developmental Profile) that is also aligned with the Foundations;
- ✓ A Professional Development System that includes the development of teacher competencies and support for early educator training;
- ✓ Resources that include the Preschool English Learner Guide (PEL Guide) and the Infant-Toddler and Preschool Program Guidelines;
- ✓ A Quality Rating and Improvement System policy and implementation plan

scheduled for completion in 2011; and

- ✓ An Early Learning Advisory Council established to coordinate statewide efforts for early care in education, which the Governor established by Executive Order this year.

California has also provided greater access to childcare for low-income children by developing a system of county-centralized eligibility lists.

In 1998, voters passed Proposition 10, which authorized a 50-cent tax on each pack of cigarettes sold for the creation of First 5 California, also known as the California Children and Families Commission. Proposition 10 revenues for 2009-2010 are expected to be approximately \$500 million. First 5 California provides a comprehensive system of education, health services, childcare, and other crucial programs focused on children ages 0 to 5, and also supports access to high-quality preschool programs in many communities throughout the state. Local First 5 Commissions in each county in the state work closely with local LEAs to create the continuum of support and services children need to succeed.

A key initiative of First 5 California is the Power of Preschool (PoP) program, which offers disadvantaged children free voluntary, high-quality part-day preschool to assist them in becoming effective learners. PoP leverages existing programs such as Head Start and Title I funds to create an enhanced early learning environment. The program has demonstrated remarkable success in enhancing children's development across multiple dimensions. An FY 08/09 pre- and post-program evaluation of PoP participants using the Desired Results Developmental Profile – Revised (DRDP-R) revealed that the number of children performing at the top level on four domains increased by the following: 737 percent – effective learners; 561 percent – personally and socially competent; 358 percent – physical and motor; 589 percent – safe and healthy.¹²³

Proposition 49, the After School Education and Safety Act (ASES), was passed by the voters in 2002. It created the nation's largest after school system, providing \$550 million annually to support programs at more than 4,000 of California's 7,000 elementary and middle schools, prioritizing services in those schools with the highest need. (Approximately 80 percent of California's elementary and middle schools in Program Improvement have an after school

¹²³ California Children and Families Commission, *First 5 California 2008-2009 Annual Report*, p. 3.

program.) ASES-funded after school programs are aligned with (but are not a repeat of) the regular school day content, providing:

- ✓ An educational and literacy element that includes tutoring and/or homework assistance to help students meet state standards in core academic subjects: English-Language Arts, mathematics, history and social studies, and/or science.
- ✓ An educational enrichment element that offers an array of additional services, programs, and activities that reinforce and complement the school's academic program. Educational enrichment may include (but is not limited to) positive youth development strategies, as well as recreation and prevention activities. Such activities might involve the visual and performing arts, music, physical activity, health/nutrition promotion, and general recreation; career awareness and work preparation activities; community service-learning; and other youth development activities based on student needs and interests.

Overall, California invests over three times more in after school programs than the remaining 49 states combined, allowing schools to provide an additional 500 hours of learning time as a complement to the school day each year.

California is now working to build on the foundation established by Proposition 49 to further combat “summer slide,” the debilitating summer learning losses which disproportionately impact lower-income children.¹²⁴ The State Legislative Task Force on Summer and Intersession Enrichment was created through legislation in 2008 with the goal of building awareness about the gap in structured learning and enrichment opportunities for low-income children in the summertime. The Task Force will ultimately produce a set of recommendations to the Governor and the Legislature on what the State's role in addressing the summer gap should be.

This broad investment in after school programs (and eventually summer programs) also provides the state with a new entry point for future teachers. By linking jobs in after school programs with students enrolled in teacher preparation programs, a growing number of IHEs are creating articulated community college to California State University (CSU) pathways to teaching careers. The 500 hours per year of expanded learning time provided to children in after school programs also creates jobs for students in IHE teacher preparation programs, providing

¹²⁴ http://www.summerlearning.org/resource/resmgr/publications/alexander_research_brief.pdf

them with a range of opportunities to work with children in both in-school and out-of-school contexts.

The program is based on a clinical model of teacher preparation which ensures that experience in the field characterizes students' learning throughout. As a result of their placement in after-school programs early on in their training, student teachers gain valuable experience working with children during out-of-school time. They have the opportunity to work with children in contexts in which they come to know their assets and strengths, and they develop supportive and nurturing styles of interaction with young people. As student teachers progress through the program, they begin having experiences in public school classrooms. They bring a fresh perspective because they have both seen the talents of poor and minority children and have learned to recognize and draw upon these talents.

A growing body of reform efforts in California (the *Early and Expanded Learning Agenda*) seeks to redefine the nature of the “school” to include the full range of systems (preschool, after school, and summer programs), and effectively link and align them with the existing school day. This approach uses existing resources to support both increasing instructional time and establishing professional learning communities with adults representing all components of the new and aligned system, including close collaborations with out-of-school time providers.¹²⁵

¹²⁵ Fresno County Office of Education. (2010). *The Early and Expanded Learning Agenda*. An i3 Application to the U.S. Department of Education submitted by Fresno County Office of Education.

Competitive Preference Priority 2: STEM

California's core academic standards already promote rigorous science and math learning. This application enables these standards to be aligned with curriculum and instruction, ensuring that all California students will experience classroom STEM learning that is integrated, interdisciplinary, and college and career relevant.

Four essential principles guide our thinking about STEM and connect advancements in STEM to broad-based school improvement in our state:

1. STEM curriculum and instruction must be aligned with the state's core academic standards, promoting mastery of challenging, relevant math and science content.
2. STEM curriculum and instruction must engage students—especially women, minority and economically disadvantaged students who are underrepresented in STEM careers—by providing them with opportunities to experience, understand, and address real-world problems.
3. Beginning in elementary schools and continuing through the highest levels of postsecondary education, STEM learning experiences should contribute systematically and cumulatively to providing young people a range of carefully designed and well-articulated pathways to college or career success.
4. STEM should serve to build strong, lasting partnerships between schools and the larger community—including industry, postsecondary institutions, museums and libraries, local government, and community-based organizations that can expand student access.

With these principles as a guide, our plan for advancing STEM and embedding it in the state's larger school improvement effort consists of six high-level initiatives that span all assurance areas of the Race to the Top application and fit into California's overall three-part plan for advancing STEM in California:

1) Strengthen the design and delivery of STEM in California's high schools through the following:

- ✓ Teacher Preparation Programs with the California State University System (*Section D: Great Teachers and Leaders*) (See Appendix S.XIII); and
- ✓ Use STEM-focused Pathways in California Partnership Academies To Turn Around Low-Performing High Schools (*Section E: Turning Around Lowest*

Achieving Schools).

2) Map backward into K-8: Build a strong STEM foundation emphasizing authentic application and career exploration

- ✓ After-School STEM Learning Programs (*Section D: Great Teachers & Leaders*); (See Appendix S.III); and
- ✓ Summer Learning Opportunity: Stepping into STEM (*Section B: Standards and Assessments*); (See Appendix S.IX for description).

3) Build support systems and infrastructure: Support STEM-related investments that will help sharpen and expand high-quality STEM teaching and learning statewide:

- ✓ Online STEM Programs (*Section C: Data Systems*; *Section B: Standards & Assessments*);
- ✓ STEM E-Portfolio (*Section C: Data Systems*) (See Appendix S.VI); and
- ✓ TechNet and Industry Partners STEM Programs (Spans all Assurance Areas, See Appendix S.IV).

As this application demonstrates, coalescing within California is a critical mass of stakeholders committed to working together to achieve real change in our schools. The California STEM Learning Network (CSLN) already serves as a hub for the many institutions and organizations advancing the STEM components of our plan (See Appendix S.X);. Initially, these partners include the Office of the Governor, the California Department of Education, selected two- and four-year postsecondary institutions, TechNet and its industry partners, ConnectEd: the California Center for College and Career, California Virtual Campus, the Silicon Valley Education Foundation, and representatives of California’s premier philanthropies. All of these organizations have signed a formal letter of support for this application, pledging their commitment to implement the plan over the next four years and beyond (see Appendix S.X) for letter of support). Most importantly, we are undertaking this work with a consortium of 302 LEAs that have pledged to do the challenging work of making schools places where all students can learn not only STEM, but also the broader foundation of knowledge and skills that will prepare them for lasting success in further education, career, and the civic life of our state. Through the MOU and scope of work, these LEAs have committed to creating additional high school career and technical programs relating to STEM, increasing the number of STEM-related accelerated courses, and ensuring that each school has the technology and infrastructure needed

for teachers and students to access strategic tools for improved instruction and learning, which is especially important for STEM fields. These participating LEAs collectively serve 1.7 million students—more than the total number of students in most states and constituting nearly thirty percent of California’s total statewide enrollment. As referenced throughout this application, innovative work is already underway in many of these districts, especially in the seven Leadership LEAs, such as the Center for Advanced Research and Technology in Clovis and Linked Learning academic instruction offered in Los Angeles and Long Beach. Leveraged with the resources available through RttT, the plan proposed herein will unify, deepen, and expand a coherent, focused agenda for ensuring that STEM plays a vital role in transforming public education—in these districts, in California, and throughout the nation.

Invitational Priority 3: Innovations for Improving Early Learning Outcomes

The RAND California Preschool Study, in a comprehensive analysis of California’s preschoolers, concluded that “...*there are sizable deficits in student achievement by second and third grades, with even larger gaps for socioeconomically disadvantaged groups, including Latinos and African-Americans, English learners, those whose parents have less than a postsecondary education, and those with low family income. Moreover, these achievement differences have early roots: The same groups who are behind in third grade were behind when they entered kindergarten.*”¹²⁶

Recognizing the importance of early learning as a success factor for all children – but particularly for children in poverty – California has made a commitment to early learning (See section A1 and section F3 for further information). Its investment in early learning as demonstrated through the passage and implementation of Proposition 10 which provided a statewide investment of \$88.2 million in school readiness programs last year alone¹²⁷, is showing results¹²⁸ and children are entering school ready to learn. This commitment to early learning has allowed many LEAs to develop innovative pre-K and parent engagement programs that build a foundation for future school success.¹²⁹

LAUSD provides a strong example of innovative approaches for participating LEAs. The district directly serves more than 38,000 preschool children through a variety of local, state and federal funding sources. LAUSD’s preschool programs address the social-emotional, physical and cognitive needs of the population served, with a strong emphasis on individualization and the use of differentiated strategies to meet the diverse cultural and linguistic needs of children and families. LAUSD employs a number of ground-breaking strategies that include the integration of early learning and kindergarten standards, a cohesive curriculum from preschool through the early elementary grades and shared professional development across preschool, kindergarten and the early elementary grades. This comprehensive approach is undergirded by ongoing assessment of children to inform practice and monitor achievement. Examples include:

Use of assessment data for collaborative problem solving, individualization of

¹²⁶ RAND. (2009) *Strategies for Advancing Preschool Adequacy and Efficiency*, Research Brief, p. 1.

¹²⁷ California Children and Families Commission, *First 5 California 2008-2009 Annual Report*, p. 13.

¹²⁸ California Children and Families Commission, *First 5 California 2008-2009 Annual Report*, p. 3.

¹²⁹ Approximately 475 LEAs operate publicly-funded preschools according to the California Department of Education.

instruction, and improved transitions from pre-K to kindergarten. LAUSD has provided professional development and technical support for the enhanced use of the California Desired Results Developmental Profile (DRDP) for preschool children. LAUSD has integrated the DRDP into its student information system so teachers can enter ongoing assessment information for each child and access both individual and classroom data. Principals can also access school and center-wide data. This integrated data system provides kindergarten teachers and principals with the preschool data from DRDP as children transition to kindergarten.

Encouraging parental engagement and leadership. Families play a crucial role in Early Childhood Education, and the LAUSD's programs place a strong emphasis on parent engagement and involvement both in the classroom and at home. One of the most innovative is the nation's first evidence-based parent leadership program for Latino parents of children 0-5: Abriendo Puertas (Opening Doors) developed by Families in Schools. It gives parents the knowledge, tools and resources to guide their children academically, support their social and emotional development, and promote good health.

Improving Kindergarten Transitions. LAUSD is piloting a Transition Kindergarten (TK) program at 37 of its elementary schools, which provides the youngest kindergartners¹³⁰ with a developmentally appropriate readiness year to prepare them for kindergarten and the primary grades. Support from the Proposition 10-funded First 5 School Readiness Initiative has enabled the District to develop an approach to **transition and articulation** between preschool and kindergarten. This approach aligns Pre-K and Kindergarten curriculum and instructional strategies, supports teachers in gaining an understanding of the developmental trajectory of preschool and kindergarten age children, and eases the transition of students and families as they enter kindergarten and the early elementary grades.

Integrating STEM. As LEAs follow LAUSD's example in providing early learning opportunities, they can incorporate new versions of Sesame Street and The Electric Company, developed by Sesame Workshop, that advance literacy and STEM in the pre-school and early elementary grades. These programs will be available to all participating Districts. Evaluations

¹³⁰ California has one of the latest kindergarten entrance dates (December 2) in the country. Consequently, children who meet the age requirement may not be developmentally ready for kindergarten but no longer qualify for State-funded pre-school.

demonstrate that Sesame Street increases children's early literacy and prepares at-risk students to be successful learners during the critical early childhood years.¹³¹

LAUSD and Sesame Workshop are poised to work with other LEAs to share best practices and provide technical assistance. As California continues to work towards all children achieving at high levels and prepared for college or careers early learning will be a critical part of this equation. The existing support and leadership at the state level is critical and the work done by LEAs who follow LAUSD's example will ensure that we achieve this vision.

¹³¹Huston, A.C., Anderson, D.R., Wright, J.C., Linebarger, D.L., and Schmitt, K.L. (2001). *Sesame Street viewers as adolescents: The Recontact Study*. In S. Fisch and R. Truglio (Eds.). "G" is for "Growing": Thirty years of research on Sesame Street. Mahwah, NJ: Erlbaum, 131-143. and Wright, J.C., Huston, A.C., Scantlin, R.M., and Kotler, J.A. (2001). *The Early Window project: Sesame Street prepares children for school*. In S. Fisch and R. Truglio (Eds.). "G" is for "Growing": Thirty years of research on Sesame Street. Mahwah, NJ: Erlbaum, 97-114.

List of Acronyms Used

ACLU	American Civil Liberties Union
ACSA	Association of California School Administrators
ACT	American College Testing
ADA	Average Daily Attendance
ADP	American Diploma Project
AICE	Advance International Certificate of Education
AP	Advanced Placement
API	Academic Performance Index
APR	Accountability Progress Reporting
ASES	After School Education and Safety Programs
ATP	Administrator Training Program
AVID	Advancement Via Individual Determination
AYP	Adequate Yearly Progress
BOE	Brokers of Expertise
BSC	Balanced Score Card
BTSA	Beginning Teacher Support and Assessment
CAHSEE	California High School Exit Exam
CALPADS	California Longitudinal Pupil Achievement Data System
Cal-PASS	California Partnership for Achieving Student Success
Cal-SAFE	California School Age Families Education
CALTIDES	California Longitudinal Teacher Integrated Data Education System
CART	Center for Advanced Research and Technology
CBEDS	California Basic Education Data System
CCC	California Community Colleges
CCSS	Common Core State Standards
CDE	California Department of Education
CELDT	California English Language Development Test
CFCC	Curriculum Framework and Evaluation Criteria Committees
CFTL	Center for the Future of Teaching and Learning
CMA	California Modified Assessment

CPA	California Partnership Academies
CPSEL	California Professional Standards for Education Leaders
CSDC	Charter Schools Development Center
CSINet	California STEM Innovation Network
CSLN	California STEM Learning Network
CST	California Standards Test
CSTP	California Standards for the Teaching Profession
CSU	California State University
CTC	Commission on Teacher Credentialing
CTE	Career Technical Education
CTQ	Center for Teacher Quality
DAIT	District Assistance and Intervention Team
DAS	District Assistance Standards
DCT	Data Coach Trainer
DRDP-R	Desired Results Developmental Profile - Revised
DSSC	Data Systems Steering Committee
EAP	Early Assessment Program
EC	Education Code
ECE	Early Childhood Education
ECHS	Environmental Charter High School
ELQIS	Early Learning Quality Indicator System
EL	English Learner
ELA	English/Language Arts
EPIC	Effective Practice Incentive Community
EPC	Essential Program Components
ESEA	Elementary and Secondary Education Act
FERPA	Family Educational Rights and Privacy Act
FLGS	Foundational Level General Science
FTE	Full Time Employment
HPSGP	High Priority Schools Grant Program
IB	International Baccalaureate

IEP	Individualized Education Programs
IHE	Institutions of Higher Education
II/USP	Immediate Intervention/Underperforming Schools Program
ILDI	Integrated Leadership Development Initiative
IRB	Institutional Review Board
JPA	Joint Power Authority
LAUSD	Los Angeles Unified School District
LEA	Local Education Agency
MME	Multiple Measures Evaluation
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
NAEP	National Assessment of Educational Progress
NCES	National Center for Education Statistics
NCLB	No Child Left Behind
NGA/CCSSO	National Governors Association and the Council of Chief State School Officers
NTC	New Teacher Center
OSE	Office of the Secretary of Education
PAR	Peer Assistance and Review
PD	Professional Development
PEL	Preschool English Learner
PI	Program Improvement
PLAN	ACT College Readiness Test for 10th Graders
PLC	Professional Learning Community
PoP	Power of Preschool
PSAT	Practice Scholastic Aptitude Test
PSEL	Professional Standards for Educational Leaders
QEIA	Quality Education Investment Act
QSCB	Qualified School Construction Bonds
RIF	Reduction in Force
RttT	Race to the Top
SACS	Standardized Account Code Structure

SAIT	School Assistance and Intervention Team
SAT	Scholastic Aptitude Test
SBE	State Board of Education
SCASS	State Collaborative on Assessment and Student Standards
SCCCD	State Center Community College District
SDC	School Data Coach
SIG	School Improvement Grants
SFUSD	San Francisco Unified School District
SPED	Special Education
SPEL	Standards for Professional Education Leaders
SPI	Superintendent of Public Instruction
SPSA	Single Plan for Student Achievement
STAR	Standardized Testing and Reporting
STEM	Science Technology Engineering and Mathematics
TAC	Technical Advisory Committee
TIMSS	Third International Mathematics and Science Study
TPLC	Turnaround Partnerships and Learning Communities
UC	University of California